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WORK INHIBITION AND REHABILITATION. PART I--WORK INVOLVEMENT AND SELF-PERCEPTIONS OF EX-PSYCHIATRIC PATIENTS, AN EXPLORATORY STUDY.

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THE PRIMARY CONCERN OF THIS STUDY WAS TO EXAMINE LEVELS OF WORK INVOLVEMENT AND ITS RELATIONSHIP TO SELF-PERCEPTIONS. QUESTIONNAIRES DESIGNED TO MEASURE THE SUBJECT'S CONCEPT OF HIS ACTUAL SELF AND HIS CONCEPT OF AN IDEAL SELF FOR THREE SITUATIONS WERE OBTAINED FROM EXPERIMENTAL (EX-PSYCHIATRIC PATIENTS) AND CONTROL (MEDICAL OUT-PATIENT) GROUPS. HIGH WORK-INVOLVED PEOPLE KNOW WHAT IS EXPECTED OF THEM, HAVE THE ABILITY AND ACTUALLY DO WHAT IS EXPECTED, AND ARE MORE ACTIVE AND INVOLVED WITH PEOPLE THAN LOW WORK-INVOLVED PEOPLE. A SIGNIFICANTLY DIFFERENT ACTUAL-IDEAL DISCREPANCY IN THE WORK SITUATION EXISTED FOR THE EXPERIMENTAL SUBJECTS, INDICATING A LOWER LEVEL OF WORK ADJUSTMENT FOR THE EX-PSYCHIATRIC PATIENTS THAN FOR THE GENERAL MEDICAL PATIENTS. THE CONCLUSIONS INDICATE--(1) THE LEVEL OF WORK INVOLVEMENT IS CLOSELY LINKED TO SELF-PERCEPTIONS, (2) SELF-PERCEPTIONS REFLECT ENVIRONMENTAL SETTINGS, (3) MANY ADJUSTMENT PROBLEMS LEADING TO WORK AVOIDANCE MAY BE DUE TO SOCIAL DEFICIENCIES, (4) EX-PSYCHIATRIC PATIENTS IN THE LOWER SOCIO-ECONOMIC GROUPS SHOW CONSIDERABLE NEED FOR EXTERNAL GUIDANCE BECAUSE THEY LACK INNER-DIRECTEDNESS, AND (5) THERE IS DEFINITE NEED FOR FOLLOW-THROUGH COUNSELING EFFORTS WITH THE LOW WORK-INVOLVED PERSON. VOCATIONAL REHABILITATION PROGRAMS CANNOT AFFORD TO IGNORE THE INSEPARABILITY OF SOCIAL-PERSONAL AND TECHNICAL SKILLS DEVELOPMENT. THIS DOCUMENT IS AVAILABLE FROM THE INSTITUTE FOR COMMUNITY STUDIES, KANSAS CITY, MO. FOR \$2.50. (AUTHOR)

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# **WORK INHIBITION AND REHABILITATION**

## **PART I: WORK INVOLVEMENT AND SELF-PERCEPTIONS OF EX-PSYCHIATRIC PATIENTS: AN EXPLORATORY STUDY**

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## SIGNIFICANT FINDINGS FOR THE REHABILITATION WORKER

Questionnaires designed to measure the Ss concept of his Actual self and his concept of an Ideal self for three situations were obtained from experimental (ex-psychiatric patients) and control (medical out-patients) groups. The primary concern of the study was to examine level of work involvement and its relationship to self-perceptions. The assumption underlying this concern is that one's choice of being a worker or a non-worker is related to his self-perceptions.

The mailed questionnaire (experimental Ss) yielded 264 usable respondents. The specific findings indicated that high work-involved people "know what is expected of them," "have the ability to do what is expected of them," and actually "do what is expected of them" more than low work-involved Ss. Also, high work-involved Ss are "with people" more and are more "active" than low work-involved Ss.

The Ss represented a low socio-economic group which, in large part, accounted for the fact that level of work involvement was not related to self-directed behavior or positive self-evaluations. That is, being high work-involved did not suggest that S experienced more influence or satisfaction than a low work-involved S in a Work situation.

The major finding that demonstrated the experimental Ss were different from the control Ss was a significantly different Actual-Ideal discrepancy in the Work situation for the experimental S. This finding indicated a lower level of work adjustment for the ex-psychiatric patients than for the general medical patients.

Of significance for the vocational rehabilitation counselor are the conclusions that: (1) the level of work involvement is closely linked to the client's self-perceptions; (2) self-perceptions reflect environmental settings (situation-specific such as the work role); (3) many of the adjustment problems leading to work avoidance may be due to social,

rather than technical, deficiencies; (4) ex-psychiatric patients in the lower socio-economic groups show considerable need for external guidance because they lack inner-directedness; and (5) there is a definite need for follow-through counseling efforts with the low work-involved person.

The findings of the study have raised the issue of whether unemployment is the result of a lack of technical skills, or of a lack of personal and social skills needed to adapt to the work setting. Results of the study imply that although improvement of social and personal skills will not by themselves lead to employment, they will facilitate the development of technical skills. It was concluded that Vocational Rehabilitation programs cannot afford to ignore the inseparability of social-personal and technical skills development.

An important observation is that this study has demonstrated many factors contribute significantly to low work involvement. Such factors are: demographic patterns, various types of self-referent items, situational contexts and test conditions. Consequently, in accounting for low work involvement, many factors should be taken into consideration in the counseling process.

In general, this report provides guidelines and suggestions for further research, more adequate theory development, and rehabilitation programming in the area of unemployment. The report not only provides the above directions but is available as an instructional aid. The counselor and student will find the report a valuable reference which may be used at several different levels (theoretical, empirical and practical). Repeated references to the report will enable the reader to deduce additional assumptions about work involvement, which, while not made explicit in the study, will move him closer to the solution of a vast and highly significant human problem — unemployment.

# ERRATA

|             |           |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
|-------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------|-------|-------|-------|-------|-----------|-------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|-------|-------|----|-------|----|-------|
| Page xii,   | line 11:  | "VAR IANCES"                                                                                                                                                | should be   | "STANDARD DEVIATIONS"         |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 3,     | line 40:  | "Winick et al"                                                                                                                                              | should be   | "Winick <u>et al</u> "        |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 5,     | line 29:  | "Lindsey"                                                                                                                                                   | should be   | "Lindzey"                     |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 6,     | line 3:   | "Karnhauser"                                                                                                                                                | should be   | "Kornhauser"                  |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 39,    | line 3:   | "effects"                                                                                                                                                   | should be   | "affects"                     |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 47,    | line 23:  | "Gurin, Jeroff, & Feld"                                                                                                                                     | should be   | "Gurin, Veroff, & Feld"       |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 61,    | Table 20: | <table><tr><td colspan="2">Grand Total</td></tr><tr><td>No.</td><td>%</td></tr><tr><td>47</td><td>42.3%</td></tr><tr><td>64</td><td>57.7%</td></tr></table> | Grand Total |                               | No.   | %     | 47    | 42.3% | 64        | 57.7%                                                                                                             | should be | <table><tr><td colspan="2">Grand Total</td></tr><tr><td>No.</td><td>%</td></tr><tr><td>64</td><td>57.7%</td></tr><tr><td>47</td><td>42.3%</td></tr></table> | Grand Total |       | No.   | %     | 64 | 57.7% | 47 | 42.3% |
| Grand Total |           |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| No.         | %         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 47          | 42.3%     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 64          | 57.7%     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Grand Total |           |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| No.         | %         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 64          | 57.7%     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 47          | 42.3%     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 71,    | line 41:  | "observe"                                                                                                                                                   | should be   | "obverse"                     |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 79,    | line 13:  | "Cronback"                                                                                                                                                  | should be   | "Cronbach"                    |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 79,    | line 19:  | "Firedan"                                                                                                                                                   | should be   | "Friedan"                     |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 80,    | line 9:   | "Magleby, McRhee, & Thackery"                                                                                                                               | should be   | "Magleby, McPhee, & Thackery" |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 80,    | line 19:  | Add: p. 44.                                                                                                                                                 |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 89,    | line 9:   | <table><tr><td>4</td><td>5</td></tr><tr><td>Quite</td><td></td></tr><tr><td>Often</td><td>Often</td></tr></table>                                           | 4           | 5                             | Quite |       | Often | Often | should be | <table><tr><td>4</td><td>5</td></tr><tr><td></td><td>Quite</td></tr><tr><td>Often</td><td>Often</td></tr></table> | 4         | 5                                                                                                                                                           |             | Quite | Often | Often |    |       |    |       |
| 4           | 5         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Quite       |           |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Often       | Often     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 4           | 5         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
|             | Quite     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Often       | Often     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 91,    | line 14:  | <table><tr><td>4</td><td>5</td></tr><tr><td>Quite</td><td>Often</td></tr><tr><td>Often</td><td></td></tr></table>                                           | 4           | 5                             | Quite | Often | Often |       | should be | <table><tr><td>4</td><td>5</td></tr><tr><td>Often</td><td>Quite</td></tr><tr><td></td><td>Often</td></tr></table> | 4         | 5                                                                                                                                                           | Often       | Quite |       | Often |    |       |    |       |
| 4           | 5         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Quite       | Often     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Often       |           |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| 4           | 5         |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Often       | Quite     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
|             | Often     |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 97,    | line 2:   | "VARIANCES"                                                                                                                                                 | should be   | "STANDARD DEVIATIONS"         |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |
| Page 97,    | Add:      |                                                                                                                                                             |             |                               |       |       |       |       |           |                                                                                                                   |           |                                                                                                                                                             |             |       |       |       |    |       |    |       |

## Summary Table

Ns for the Experimental and Control Groups for Items,  
Test Conditions and Situations for Tables 26 thru 49

|              | Full Time |     |        |     | Part Time |     |        |          |
|--------------|-----------|-----|--------|-----|-----------|-----|--------|----------|
|              | Male      |     | Female |     | Male      |     | Female |          |
|              | <40       | >40 | <40    | >40 | <40       | >40 | <40    | >40      |
| Experimental | 51        | 31  | 54     | 36  | 8         | 7   | 48     | 29 = 264 |
| Control      | 15        | 3   | 32     | 14  | 5         | 3   | 17     | 8 = 97   |

## WORK INHIBITION AND REHABILITATION\*

### PART I: WORK INVOLVEMENT AND SELF-PERCEPTIONS OF EX-PSYCHIATRIC PATIENTS: AN EXPLORATORY STUDY

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Kansas City, Missouri

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\*These areas will be investigated in three separate studies. Part I is represented in the present work; Part II is currently under way and deals with identifying psychosocial characteristics of work inhibition; and Part III will be concerned with modifying work inhibited patterns of behavior.

To the "Andy Capps" of our society.



## PREFACE

In its 1965 amendments to the Vocational Rehabilitation Act, the Congress of the United States deleted the qualifying word "physically" from the term "physically handicapped." By doing so, Congress recognized that a variety of conditions, other than somatic disability, may prevent an individual from engaging in socially useful employment. Psychiatric disturbances rank high among these conditions. Before he is successfully rehabilitated, the patient with a psychiatric disability must solve two problems. First, he must deal effectively with his own disordered state and regain acceptable control of his internal and external behavior. Second, he must learn to contend with the fears, suspicions, and prejudices of others, which make return to normal life especially difficult for one who is known to society as a "mental case."

The research described in this report examines the attitudes and self-perceptions of persons who have undergone psychiatric treatment for behavior disturbance. It compares the responses of these persons with the responses of persons undergoing medical treatment for somatic complaints. It focuses on attitudes and self-perceptions which seem to provide expressions of the degree of "work involvement" of these subjects. The study therefore approaches a problem that is important in its own right. It attempts to identify psychological attitudes that are conducive to successful and personally satisfying employment among persons with histories of psychiatric disabilities.

The rehabilitation counselor will find the results of this investigation useful in guiding his work with clients who have psychiatric problems. In addition, however, he will find concepts in the research that are valuable in a far broader sense. He will find, for example, that the concept of work involvement applies not only to the psychiatrically disturbed but to all persons. Work involvement refers to the degree of commitment a client displays toward the very idea of becoming a worker, as society defines the role. Work involvement is an attitudinal variable. High work involvement means that the person identifies himself as one who makes his own living by performing specific tasks for which he is paid by others. A person with high involvement in work may or may not be on a job; his skills may or may not be marketable; his physical or psychological state may or may not permit him to express his involvement. The important thing is that he requires work to complete his picture of himself as an integrated and internally consistent human being. On the face of it, it would seem that high work involvement should be a good predictor of success in counseling.

Low work involvement means that the person does not identify himself as one who makes his own living by performing tasks for which he is paid by others. Low work involvement may be cultural in origin. That is, the person may simply never have been exposed to an environment in which work is defined as American society defines it. Low work involvement may also stem from psychological conflicts. It may reflect anxiety and insecurity about the adult role or hostility

toward a system that threatens to destroy personal integrity by demanding work. Low involvement that arises from these sources may be called "work inhibition," since it implies that the individual is aware of the demands of society but is prevented from conforming to them by other, active, interfering processes. Work inhibition cannot be resolved until these processes are eliminated. It follows that these processes cannot be eliminated until they are understood. Investigations of the type described in this report help provide the necessary understanding.

Admittedly, the research described in this report is exploratory and preliminary in nature. Although it was guided by hypotheses, it was not rigidly bound to them. The results were scoured for every possible implication they might hold. This investigation did not yield "hard facts" that can be added without refinement to the body of knowledge about vocational behavior. Rather, it produced new and better understood ideas. The importance of these ideas is not limited to the study of any single group of rehabilitation candidates. Indeed, they appear to hold promise for the development of a general theory of vocational behavior that will be relevant to all that the counselor does.

Happily, the fruits of this research are not being left to decay in the field. Further investigations of work involvement and work inhibition are already under way. As those investigations continue, more will be learned about these promising ideas.

F. C. Shontz

## ACKNOWLEDGEMENTS

Many thanks go to the people who had a hand in the inception, analysis and write-up of this investigation, but I would first like to acknowledge that this investigation was supported, in part, by a research grant (No. RD-1883-P-66) from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C.

Special thanks are due Sophia Stathopoulos and Dr. Melvin Painter for their contributions in the conceptualization and development of the Life and Work Interest Questionnaire. To Mary Ellen Summerhouse (Research Secretary) and Merle Zirkle go a special kind of thanks for enduring the painstaking efforts in tabulating and analyzing the data.

I would like to express to Kay Bunch, Elaine Blinn, and Barbara Wetherell my appreciation for the stimulating and creative ideas and technical contributions which went a long way toward making this report possible.

Appreciation is also expressed to the administrative staff of The Greater Kansas City Mental Health Foundation for allowing us access to their files, from which came the experimental subjects of our study. I would like to express the same gratitude to the Kansas City General Hospital administration and volunteers who permitted and distributed questionnaires to the outpatients, who constituted our control subjects.

The unsung heroines, who should be spot-lighted for their faithful and persistent clerical contributions, are the secretaries. Thanks are due Mary Ellen Summerhouse, Mary Hodge, Patty Hedges, Carole Englander, Sandra Cliff, Lois Shinkle, Mary Coleman and finally, for her meticulous typing and organization of the manuscript, Norma Damon.

Lastly I would like to thank the consultants who have done an exceptionally good job of keeping us on the right track. These thanks go to Drs. Franklin C. Shontz, Tamara Dembo, Beatrice Wright, and Donald Trumbo.

D.W.T.

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## CHAPTER I

### INTRODUCTION

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#### The Problem

Sometimes in research it is difficult to scratch where the itch is. Most of the time the research is a "zeroing in" process. It is with this point of view that we undertook the present project.

Man's adaptation to his work role has held the attention of philosophers, scientists, educators, and novelists. Psychologists' interest is reflected in such fields of specialization as personnel-industrial psychology, vocational guidance counseling, and more recently, organizational psychology.

Much of the early work in vocational psychology dealt with the measurement of aptitudes and abilities. The object was to measure abilities so that the person could be "fit" to the job. Although the psychometric approach made valuable contributions to the development of employment tests, it stopped short of providing a sufficient explanation of "work adjustment." According to Vroom (1964) this effort did not

shed much light on the basic processes affecting the behavior of people in work situations. The concepts of aptitude and ability have always been difficult to deal with in any formal or theoretical fashion and, to this day, have not played an important role in systematic theories of behavior. Few principles or generalizations have emerged from the voluminous literature dealing with the relationships between aptitude or ability tests and performance criteria (p. 3).



Attention turned to other models as psychologists became aware that the aptitude and ability approach was likely to provide only part of the answers they were seeking. Social psychologists and sociologists began turning some of their attention away from broader social problems to look at social process in groups and organizations. Their work, which had its early focus in the Hawthorne studies (Roethlisberger and Dickson, 1964), began to demonstrate some of the significance of a full range of situational variables and their effects on feelings and behavior. Later approaches have contributed to understanding the problem of work adjustment by choosing more delimited concepts based on existing theories and/or findings in other fields.

A recent and promising approach to understanding who doesn't work involves study of level of work adjustment as a function of self-perceptions and level of work involvement. The significance of this relationship for work is in the assumption that there is a lawfulness in the behavior of individuals which transcends the boundaries of applied fields. We regard as a useful starting point the development of vocational rehabilitation theories for organizing empirical knowledge and for guiding research in other areas in the behavioral sciences. Three significant theoretical developments underlie this study.

The first development is phenomenology as a viable and legitimate mode for data gathering. This approach allows us to know something about specific conditions from the individual's point of view or frame of reference. The second principal development is Lewin's (1951) conceptualization of an individual's "life space," i.e., the region in which he experiences himself at the moment. This experience extends around about the individual as social perception.

The third principal development appears in the work of Rank, Rogers, Maslow, (cf. Hall and Lindzey, 1957) and several other self-concept theorists. These theorists employ the concept of experience to include the perception of processes within the organism as well as without at any given moment. These theorists postulate the self-actualization concept, a motivational concept which implies an inherent tendency of the organism to develop all of its capacities in ways which serve to maintain or enhance the individual.

Self-concept theory explains vocational behaviors as the development of vocational interests during adolescence (Carter, 1940). Bordin (1943) argued that the individual's interests reflect his self-concept. Super (1949) drew upon these earlier works and proposed that interests are the outgrowth of the interrelationships of many factors, including the self-concept as it evolves from personal and social evaluations of vocationally relevant role-playing experience. In later work, Super (1951) extended his conceptualization of vocational interest to include vocational choice by which the individual attempts to select a vocation compatible with his self-concept.

Self-concept theory has led to a refinement in the understanding of the development of vocational interest and choice, which recognizes that many investigations have by-passed a more fundamental and significant ingredient in vocational development, specifically, the individual's ability to choose whether to work or not to work. After one's decision is to cross the threshold to work, then and only then, is it appropriate to ask the question, "What are the self-conceptions

that lead him to one vocational choice as opposed to another?"<sup>1</sup> Most theoretical papers in this area repeatedly discuss the role of work as a major ingredient in an individual's identity and normal adjustment. Nonetheless, little empirical work has attempted to demonstrate the viability of first considering the individual's general acceptance of the work role, which we shall refer to as level of work involvement.

It is recognized that only a fraction of individuals have the freedom to act on decisions made without consideration of some contingency factors. Such factors in this study will be referred to as demographic characteristics (age, marital status, sex, education and socio-economic status). For example, the work involvement of a young, married person would be expected to be decisively different from that of an older, unmarried person. A separate section will discuss sex differences in work preferences. Various combinations of the demographic variables will be examined in order to differentiate high and low work involvement.

Work Inhibition. It has been demonstrated that some unemployed individuals show a pattern of work inhibition (Robinson and Finesinger, 1957) which arises from psychological and interpersonal forces. Although an individual is capable of work he may demonstrate that he is blocked or prevented from doing so because of a psychological disability. Thus, these individuals actively avoid work rather than being "locked out" of employment because of reasons of racial prejudice or insufficient training. Work inhibited individuals have a characteristic attitude toward work that cannot be substantially modified by altering the work environment in ordinary ways or by teaching them technical skills to function on certain jobs. Consequently, to better understand this problem, work-inhibited individuals were evaluated in this project with the specific aim of delineating some of the personality characteristics inherent in their self-perceptions. Knowledge of these factors in individuals who demonstrate low work involvement should facilitate the development of counseling, re-training and placement methods and concepts in response to specific and basic psychological needs of these individuals rather than focusing specifically on cognitive deficits. Through such a program the implementation of these concepts would ultimately help potentially employable individuals lead more satisfying, responsible, and effective lives and increase their potential to obtain and sustain employment.

Vocational Rehabilitation Models. The scope of work in the area of vocational rehabilitation is far too comprehensive to attempt an exhaustive survey here. Rather, a review of the literature will delineate the various models to provide conceptual clarity for understanding the areas that have been explored. Several theoretical models have been used for evaluating vocational adjustment. The first and probably the most popular and chronologically earliest in time is the skill training approach. This model is characterized by the work of Winick et al. (1963), who have emphasized industrial training, improvement of job capability, performance, and effectiveness, and the development of specific technical skills. This approach, which is very much in evidence in the current anti-poverty and work-experience programs, is oriented toward teaching the individual how to perform technical skills on a given job.

---

<sup>1</sup> Although beyond the scope of this study, it is plausible to assume that a decision "not to work" has a different set of determinants than a decision about "what kind of work to do."



The second model has generally been concerned with saving money for the taxpayer, i.e., the emphasis is on cost-effectiveness. This is the economic approach. This model generally has heavy administrative overtones in the sense that the development of technical or social skills is really superfluous or irrelevant to the major object of saving money. In actuality, this model is inextricably combined with the others and rarely, if ever, stands as the sole objective in a rehabilitation program.

The third model is the interpersonal approach. This stands in contrast to the technical skill training approach in that social skills such as employee-supervisor relations or peer relations on the job, rather than technical skills, are the major focus. This approach is designed to help the individual learn how to work and get along with his cohorts. It is based on the premise that technical skills are not performed in a social vacuum.

The final model pertains to the personality approach. Within this context vocational adjustment is related to factors characterizing the individual's personality. Needs are frequently studied, particularly the need for achievement. Other significant personality variables are self-responsibility, ability to control and influence one's environment, role perceptions, personal satisfaction, motivation as related to success or failure expectations, and meaning work has for one. The concern here is primarily directed toward pin pointing basic personality variables antecedent to vocational adjustment and involvement.

These four approaches (training, economic, interpersonal, and personality) rarely appear in the pure form. Instead, most projects combine several of these with the major focus on one. The focus of the present study is on personality in the context of selected demographic characteristics and the effect these two sets of variables have on employment status. Succinctly stated, it is the goal of this research to understand personalities, within the context of self-perceptions, as related to level of work involvement. Ultimately, the attainment of this goal will move us closer to getting people back to work.

### Purpose of the Project

This project investigates the level of work involvement of a sample of ex-patients following treatment in a comprehensive community mental health center. The population studied represents the economically disadvantaged population of a large metropolis. A major aim of the project is to extend a planning study (see Appendix A) by investigating self-perceptions of groups with high and low work involvement.

The specific goals of the project are:

- (1) To identify and describe a sample of ex-patients in terms of their employment status. Two sub-goals are to determine
  - (a) how many Ss respond to the type of instrument used in this study and
  - (b) how representative are the respondents of the parent population.
- (2) To collect data relevant to the problem of work involvement of ex-psychiatric patients.

## Research Hypothesis

A general research hypothesis to guide the exploration of comparisons between high and low work-involved groups is the following: One's choice of being a worker or a non-worker is related to his self-perception. Thus, a useful understanding and treatment of work success or failure can be developed by the study of perceptions of Self (in general), and of Self in Home and Work situations in relation to selected demographic variables. The discovery of differences in self-perceptions between the high and the low work-involved groups will provide a basis for developing principles for effective vocational rehabilitation of ex-mental patients. The model for researching employment status is schematically illustrated in Figure 1.

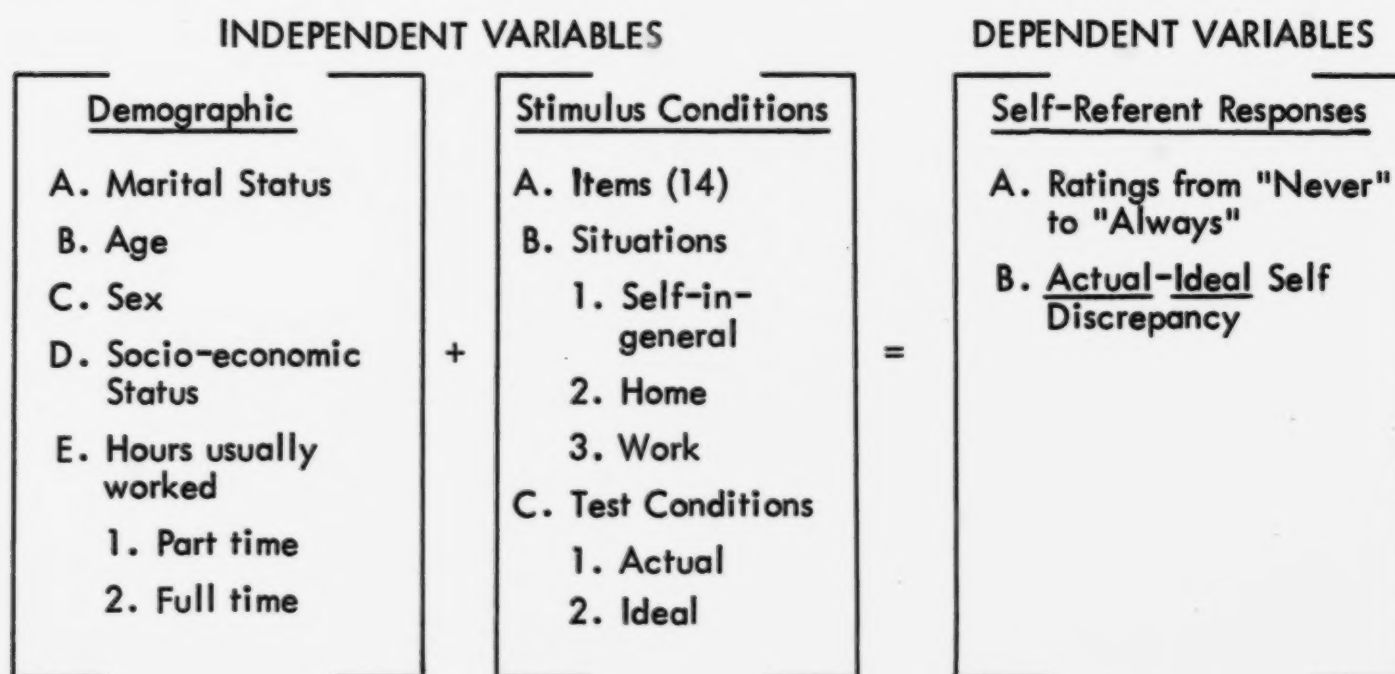


Figure 1.

A model for researching combinations of demographic patterns and test conditions related to employment status in terms of self-referent ratings.

## Work, Self-Perceptions, and Level of Adjustment

Trends in the development and understanding of personality theory have had a most pervasive influence in the development of conceptual models for evincing principles regarding man's behavior (cf. Hall & Lindsey, 1957). However, research in traditional industrial psychology has been atheoretical with a few exceptions in recent years. For example, Vroom's book, Work and Motivation (1964), represents a methodological and theoretical advance for scientists and counselors in the field of vocation.<sup>2</sup>

<sup>2</sup>Interestingly enough, some of the current and more influential works in organizational psychology were based on a merger of basic personality theory and social system concepts: cf. McGregor (1960), and Argyris (1957).



Other works such as Simmons, Work and Mental Illness (1965); Kahn, et al. Organizational Stress: Studies in Role Conflict and Ambiguity (1964); Herzberg, et al. The Motivation to Work (1959); and Karnhauser's Mental Health of the Industrial Worker (1965), have made substantive empirical and theoretical contributions to the psychology of man and his work. Also, in the case of the newer field of organizational psychology there is evidence of a stronger theoretical orientation.

"Work" is a particularly ambiguous term and it might be helpful to make a distinction between "work" and "job" as they are used in this study. On the one hand, job has a task orientation, the performance of which refers to a specific function and objective. Work, on the other hand, is a more general term, which is closely linked to one's manner of adapting to his environment or, one's approach to life, which may or may not parallel job demands. Thus, work is dependent upon one's own orientation and perception, and is therefore interwoven with one's individual uniqueness, while job may be more definable, observable, and therefore consensually validated, in terms of an objective, external criterion, as in the case of a job description.

The distinction between job and work enables us to separate environmental (organizational) and organismic (personal) variables in both a practical and conceptual sense. For example, organizations determine task functions or operations to perform. These tasks, then, are identified as jobs, the responsibility of which may be assumed by anyone with a defined set of skills. In contrast, it is the individual who determines what is work, which may or may not coincide with the organizational or public designation of a job.

This study employs the concept of work as an organismic variable and puts the focus squarely on the individual's self-perceptions. This is in contrast to many organizational studies, which define the person's orientation in terms of external criteria, such as organizational influences.

The term "self-perceptions," in a naive sense, is simply the way one consciously perceives himself under given conditions and in response to given stimuli. Self-perception is the obverse of overt, observable responses. It is in the realm of phenomenological psychology and is concerned with the way the world appears to the individual in terms of his so-called private world, insofar as he is able to report it.

As stated by Cronbach,

. . . it can be argued that almost all crises of adjustment are shaped more by the individual's perception of events than by the events themselves. As a consequence, many psychologists are more concerned with the subjective reactions of the person than with his outward responses (1960, p. 464).

A majority of earlier studies in vocational rehabilitation have stressed observable behavior. The literature is heavy with observations of vocational maladjustment, but in many respects is limited in that only demographic characteristics such as age, sex, severity of psychiatric disability (cf. Cooperman and Sonne, 1963) were evaluated. The result is an omission of the individual's self-perceptions and evaluation of the way he expresses himself.

Theoretically, the position taken in this study is that attitudinal or value orientations are integral parts of the individual's self-concept. In this sense, the conception of self, as a theoretical construct, provides the context and background for the understanding of an individual's self-perceptions. These self-perceptions, in a developmental sense, provide the raw material from which the organized self-concept is formed.

According to Rogers, (1959) self-perception is defined as " . . . being any event or entity in the phenomenal field discriminated by the individual which is also discriminated as 'self,' 'me,' 'I,' or related thereto (p. 200)." In other words the self-concept refers to the

organized, consistent conceptual gestalt composed of perceptions of the characteristics of the 'I' or 'me' and the perceptions of the relationships of the 'I' or 'me' to others and to various aspects of life, together with the values attached to these perceptions. It is a gestalt which is available to awareness though not necessarily in awareness. It is fluid and a changing gestalt, a process, but at any given moment it is a specific entity which is at least partially definable in operational terms (p. 200).

The term self-concept will be used when we are talking of the person's view of himself. And, since we will also be addressing ourselves to the ideal-self, we will define it as the self-concept the individual would most like to possess and upon which he places the highest value. In every other respect it is defined in the same way as the self-concept.

"Level of adjustment" is a continuum concept which means, at one end, that the individual is able to adapt without disabling limitations and with a maximum amount of self-expression. At the other end, he fails to adapt. Such a concept is characterized by Rank, Rogers, Maslow, and Goldstein (cf. Hall and Lindsey, 1957) in regard to the self-actualizing person. The theoretical significance of the level of adjustment is derived from these theorists and operationally represented in the work of Butler and Haigh (1954) as the degree of congruence between self and ideal-self-perceptions.

Within the confines of self-concept theory, level of adjustment becomes uniquely definable by the particular individual. Thus the S becomes his own control, i.e., his perceived Actual status is compared to his perception of an Ideal status, thereby avoiding an imposition of external criteria as the determinant of who is adjusted and who is not.

### General Procedures

This study was conducted by use of a questionnaire which was mailed to ex-patients from the Greater Kansas City Mental Health Foundation (experimental group) as well as medical patients from the Kansas City General Hospital (control group). The questionnaire (1) identified the S's level of work involvement and (2) collected data on the perceived level of Home and Work adjustment of these Ss.

The principal purpose of the questionnaire was to provide information to identify and describe a sample in terms of selected demographic variables and self-perceptions.

### General Goal of the Project

The general goal of the project is to initiate the development of indices by which the rehabilitation counselor may estimate the probable degree of compatibility between individual adjustment and how it relates to work involvement. Such information will contribute to the training of vocational rehabilitation counselors, rehabilitation program development, and the understanding of worker adjustment.

### SUMMARY

1. The problem faced by this study is the examination of work adjustment as a function of level of work involvement and self-perceptions. Level of work involvement (part-time versus full-time employment) is the independent variable and self-conceptions are the dependent variables.
2. Four models for understanding work adjustment are discussed. These models are skill training, economic, interpersonal, and personality. The focus of the present study is on personality in terms of self-perceptions.
3. The two specific goals of the project were to (a) identify and describe a sample of ex-psychiatric patients in regard to level of work involvement and (b) to examine their self-perceptions as they relate to level of work involvement. These data were obtained via a mailed questionnaire.
4. The general hypothesis for guiding the comparisons between high and low work-involved groups is: One's choice of being a worker or a non-worker is related to his self-perceptions.



## CHAPTER II

### METHODOLOGY

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| I am active . . . . .                                                 | 20 |
| I am satisfied with the way things are . . . . .                      | 20 |
| I have the ability to do what is expected of me . . . . .             | 20 |
| I consider myself as important . . . . .                              | 21 |
| I have personal comfort . . . . .                                     | 21 |
| I get things done in new and different ways . . . . .                 | 21 |
| I am with people . . . . .                                            | 21 |
| I influence what goes on . . . . .                                    | 21 |
| I know what is expected of me . . . . .                               | 22 |
| People help me do well . . . . .                                      | 22 |
| I am concerned about money . . . . .                                  | 22 |
| I do things which please me . . . . .                                 | 22 |
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The need for the study of level of work involvement is best understood by comparing the proportion of post-hospital mental patients that are working to the proportion of people working in the general population. This provides an estimate of the extent to which psychological disabilities impede successful work involvement.

Cooperman and Sonne (1963) conducted a survey in the spring of 1960 to determine the employment status and employment adjustment of veterans with histories of functional psychiatric conditions. The study was based on a one per cent random sample of all World War II and Korean conflict veterans with current VA disability ratings for service-connected functional psychoses and psychoneuroses.

According to Cooperman and Sonne, approximately 69 per cent of these veterans (exclusive of those in hospitals and full time training, that is, those known not to be available for work) were found to be employed in the spring of 1960. This figure falls far short of the employment rate of the general population (about 94 per cent during the same period), which strongly suggests that some unemployment is closely linked to psychological problems. This result is remarkably close to that found by Dawson and Miller (1965) in which employment status of ex-mental patients dropped off 17 per cent one year after release from the hospital, again suggesting that lack of work involvement may be, in part, a function of psychological disability.

In comparing the employed and unemployed psychiatric groups Cooperman and Sonne (1963) found that the employed group showed a significantly smaller proportion of psychotically disabled veterans than did the unemployed. For example, they found that for the psychiatric group adjudged 70-100 per cent disabled, only 2.7 per cent of the total sample were employed compared to the 28.8 per cent of the total sample which were unemployed. For the psychiatric group adjudged 30-60 per cent disabled, 27.7 per cent of the total sample were employed and 33.4 per cent were unemployed. The authors state that the unemployed, in comparison with the employed, are seen to include a much larger proportion of very seriously psychologically disabled individuals.

From the Cooperman and Sonne, and Dawson and Miller studies it becomes apparent that a large percent of low work involvement can be accounted for in terms of psychological disability. Cooperman and Sonne conclude that,

. . . while the findings present a relatively optimistic picture of the employment adjustment achieved by veterans with functional psychiatric disability, they are not such as to encourage complacency or that the rehabilitation needs of this group have been met or their potential as productive, contributing members of society fully exploited. It is encouraging that seven out of ten nonhospitalized veterans in the total group are working and that six out of ten are considered to be making a satisfactory adjustment. On the other hand, the percent unemployed (31%) is high in comparison to the 5.6% rate of unemployed in the labor force as a whole in 1960 . . . (p. 24).

### Selection of Experimental Subjects

The present study focuses on persons who recently had treatment in a mental health center. The Ss were selected from the client population of the Psychiatric Receiving Center of the Greater Kansas City Mental Health Foundation. This mental health center serves the metropolitan area of Kansas City, Missouri, and primarily has served persons who represent a cross section of the lower and middle socio-economic classes. It is believed that the selection of Ss for this study from the Psychiatric Receiving Center (PRC) allows for a representative cross-section of the public who apply for psychiatric services in the lower socio-economic categories. The selection of patients from the files of private practitioners would more likely contain a higher portion of people in the upper economic bracket. It was thought that the selection of Ss from this particular institution would allow for the generalizability of results to similar mental health center client populations in large metropolitan areas where the population is derived primarily from lower and middle socio-economic groups.

PRC maintains an alphabetical index file of all the clients who have been admitted and assigned to service. A sample was selected from this file for the period of July 15, 1960, to August 10, 1965.

The PRC records show that 6,565 clients applied for services during this approximately five-year period. Of these, it is estimated that about 60 per cent (3,939) actually received services.

The original sample was randomly chosen by selecting every other name in the alphabetical card file. The result was an N=2,551 (which included 1,051 former inpatients and 1,500 former outpatients). These Ss represent a cross section of a five-year period and a random sample of the diagnostic and treatment groups at PRC and includes those 18 years of age and older, all marital groups, and all educational and socio-economic levels. It also includes those who were assigned to a service but never received treatment. Only 392 questionnaires were returned (15 per cent) and 103 of these were not usable because of incompleteness, which resulted in only 11 per cent returns, not counting the non-delivered or the deceased.

The main instrument of the study was a mailed questionnaire (see Appendix B). Since mailed questionnaires generally yield a low return (Norman, 1948) three successive mailings to the non-responders were undertaken to increase the percentage of returns. To further increase the percentage of returns, a large portion of the questionnaires were sent by certified or special delivery mailings.

Due to the transient and highly mobile nature of the population (sometimes referred to as the "lost population") it was impossible to reach many of the Ss with any degree of certainty. Even with repeated mailings and certified/special delivery mailing, the percentage of returns was low. Of a total of 950 questionnaires sent in one group of three successive mailings, only 91 were returned, giving 30 per cent returns (deceased and non-deliverable subtracted from total). Another group of questionnaires mailed only once by regular mail yielded only a 10 per cent return. This finding corresponds with the results of a study on

the return of mailed questionnaires by Norman (1948). Such findings point out the need for special and repeated mailings of questionnaires to a population of this nature to insure an adequate percentage return.

As indicated above, questionnaires were received from a total of 392 Ss (103 were not usable because of incompleteness; 25 were not used because they were returned after the analysis was undertaken). The remaining 264 were used in the analysis and these Ss will henceforth be referred to as the "experimental" group.

Thus, questionnaires were mailed to about 50 per cent of the total persons who had been admitted to some service at PRC. Taking into account the non-deliverable due to "lost population" and deceased, the 392 represent approximately one-third of the persons to whom the questionnaires were mailed and received.

### Selection of Control Subjects

The "control" group for this study was obtained by asking volunteers to hand the questionnaire to general medical patients of the Kansas City General Hospital outpatient department. Since the General Hospital and PRC have similar criteria for admittance of patients, it was assumed that by using General Hospital medical patients for control Ss, it would closely match the experimental Ss in terms of socio-economic status, geographic locations within the city and would be similar in all respects except for the factor of psychiatric illness versus medical illness. Ninety-seven usable questionnaires were obtained by this procedure for the control group.

### Subject Characteristics

#### Experimental Subjects

Employed versus Unemployed. The 264 experimental Ss are identified by the following demographic characteristics. There were 97 (36.7 per cent) males and 167 (63.3 per cent) females. Of the 97 males 71.1 per cent were employed, 28.9 per cent were unemployed, which are findings quite similar to those reported by Cooperman and Sonne (1963). Of the 167 females, 49.7 per cent were employed and 50.3 per cent were unemployed, yielding a total of 152 (57.6 per cent) employed and 112 (42.4 per cent) unemployed Ss in the sample.

Since only a few Ss were in the marital status groups of separated, widowed and divorced, the number of groups was reduced to (1) married and widowed, (2) single, and (3) separated and divorced. There were 54.9 per cent married and widowed, 23.9 per cent separated and divorced, and 21.2 per cent single Ss.

Age. The Ss were categorized according to the following age divisions: 20-29, 30-39, 40-49, 50-59, 60 plus. Since there were so few in the 60 plus category, it was necessary to combine the 50 to 59 and 60 plus categories so that



only four age levels were actually used. By the final age categories, 31.4 per cent were in the 20-29 year old group, 29.5 per cent in the 30-39 group, 25.4 per cent in the 40-49 group, and 13.6 per cent in the 50 plus age group.

Part-Time versus Full-Time Employment. Since the literature suggests a significant difference between people who work part-time and those who work full-time, a category was included on the questionnaire to elicit this information. The question was phrased, "How many hours a week do you usually work" so that those Ss who are not currently working (the unemployed), as well as the employed Ss, could respond to the number of hours per week they normally worked. Part-time included the categories less than 20 and 20-34 hours a week. Full-time included the categories 35-50 and 51 or more hours a week. Of the 112 Ss currently unemployed 52.7 per cent usually worked part-time and 47.3 per cent usually worked full-time. Of the 152 employed Ss, 21.7 per cent worked part-time and 78.3 per cent worked full-time.

Education. Another important characteristic of the sample is educational level. Ss were instructed on the questionnaire to indicate their educational level by circling the last grade completed. Grades ranged from 1 to 20. Of the 264 Ss, 8.0 per cent indicated they had completed grades 1-7, 64.4 per cent indicated they had completed grades 8-12, and 27.6 per cent completed grades 13-20.

Educational level, employment status and marital status characteristics of the sample are summarized in Table 1.

Table 1  
Grades Completed by Employment Status and Marital Status

|                        | Grades Completed |       |       |       |
|------------------------|------------------|-------|-------|-------|
|                        | N                | 1-7   | 8-12  | 13-20 |
| Employment Status      |                  |       |       |       |
| Employed               | 152              | 5.9%  | 58.7% | 35.5% |
| Unemployed             | 112              | 11.6% | 71.4% | 17.0% |
| Marital Status         |                  |       |       |       |
| Married and Widowed    | 145              | 8.3%  | 66.9% | 24.8% |
| Single                 | 56               | 7.1%  | 55.4% | 37.5% |
| Separated and Divorced | 63               | 7.9%  | 66.8% | 25.3% |
| Total Group            | 264              | 8.0%  | 64.4% | 27.6% |



**Socio-Economic Status.** Socio-economic status is another important sample characteristic that might be related to differences in employment status. For this study, socio-economic status was derived from census tract data and divided into four classes, one being the lowest, four being the highest (U.S. Bureau of Labor Statistics. Income, Education and Unemployment in Neighborhoods. Based on 1960 Census). The criteria for establishing the classes were quartile rankings for the census tract in which Ss lived, on three demographic characteristics: median education completed (in years), rate of unemployment, and median family income. Class I has the lowest education and income and highest unemployment. Class IV has the highest education and income and lowest rate of unemployment.

The distribution of the 264 Ss by socio-economic class is as follows: Class I, 73; Class II, 72; Class III, 34; Class IV, 36. An additional 49 Ss were not classified either because they did not reside in the Kansas City metropolitan area or because of insufficient data. Socio-economic class was estimated for 18 of the 49 Ss from their residence address and the remaining 31 Ss were randomly assigned to either Class II or Class III status which represented an equal representation of high or low assignments. The final percentage distribution of the Ss by socio-economic status was then 27.7 per cent in Class I, 37.1 per cent in Class II, 18.6 per cent in Class III and 16.7 per cent in Class IV. Table 2 presents class percentage, range for income, education, and employment rate for each class.

Table 2  
Range in Income, Education, and Unemployment  
for each of the Socio-Economic Status Classes

| Class | Per cent | Income*       | Education** | Unemployment Rate (%) |
|-------|----------|---------------|-------------|-----------------------|
| I     | 27.7     | \$ 983- 5,189 | 7-10.9      | 3.5-15.7              |
| II    | 37.1     | 3,395- 5,953  | 9.9-12.2    | 3.4-10                |
| III   | 18.6     | 3,282- 6,452  | 11.1-12.6   | 2.7- 5.7              |
| IV    | 16.7     | 5,356-15,000  | 12.1-14.7   | .9- 4.5               |

\*Median family income

\*\*Median education in completed years.

Socio-economic status Classes I and II were combined and compared with Classes III and IV using a chi-square technique, for the employed and unemployed Ss in the study. The result was significant at  $p < .01$  in the direction of the unemployed Ss representing the lower socio-economic levels, more than would be expected by chance.

### Sample Bias: Comparison between Experimental Sample and Population Sample

Since the Ss were respondents to a mailed questionnaire the possibility of response bias was considered. Comparisons were made between the respondents and a random sample of the total population taken from PRC records for the purpose of testing sample representativeness. Six hundred Ss, which represent approximately 10 per cent of the PRC patient population, were randomly selected from the PRC records corresponding to the same period of time from which the experimental Ss were earlier drawn. Table 3 shows the distribution of the demographic characteristics of the experimental and population samples.

Following a chi square technique for testing random sampling variations from a population (Edwards, 1954, p. 271), several levels of comparisons were made of the demographic characteristics available for both the experimental sample and population sample. The procedure involved computing the population proportion of employed to unemployed<sup>3</sup> and using these figures as the expected frequencies against which to compare the sample frequencies. Comparisons of population ratios of employed and unemployed Ss with sample ratios were made in terms of males, females, marital groups (married and widowed, separated and divorced, and single), and age groups (20-29, 30-39, 40-49, and 50 plus). All of the chi square values were significant beyond the .001 level indicating that the experimental sample was not randomly drawn nor representative of the population sample on these demographic variables.

### Sample Bias: Employment Status Controlled

To further identify sources of responder bias, the same statistical procedure was used, but instead of comparing sample to population ratios on the employed-unemployed dimensions, demographic characteristics were compared, holding employment status constant. The results indicated that the differences in population-sample proportions are accounted for by the significantly fewer unemployed males and fewer employed 20-29-year-olds; significantly more married and widowed, more employed females, more unemployed separated and divorced respondents, and more employed 40-49-year-olds in the experimental sample than in the population sample.

Demographic groups of the sample that were not significantly different from the proportion found in the population were employed males, unemployed females, the single Ss (employed and unemployed), separated-divorced Ss (employed), all four age groups (unemployed), and the 30-39 and 50 plus Ss (employed.)

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<sup>3</sup>The closest we could come to testing the independent variable, level of work involvement, was to compare the two groups on the basis of employed or unemployed. Data on the number of hours usually worked were not available from the parent population.

Table 3

Comparison of Experimental (N=264) and Population Sample (N=600) for Demographic Characteristics by Employment Status

| Sex and Age   | EMPLOYED          |      |      |      |                    |      |      |      |        |      |      |     |        |      |      |      |
|---------------|-------------------|------|------|------|--------------------|------|------|------|--------|------|------|-----|--------|------|------|------|
|               | Married - Widowed |      |      |      | Separated-Divorced |      |      |      | Single |      |      |     | Total  |      |      |      |
|               | Sample            |      | Pop. |      | Sample             |      | Pop. |      | Sample |      | Pop. |     | Sample |      | Pop. |      |
|               | n                 | %    | n    | %    | n                  | %    | n    | %    | n      | %    | n    | %   | n      | %    | n    | %    |
| <b>Male</b>   |                   |      |      |      |                    |      |      |      |        |      |      |     |        |      |      |      |
| 20-29         | 6                 | 2.3  | 25   | 4.2  | 4                  | 1.5  | 8    | 1.3  | 8      | 3.0  | 17   | 2.8 | 18     | 6.8  | 50   | 8.3  |
| 30-39         | 15                | 5.7  | 14   | 2.3  | 1                  | .4   | 8    | 1.3  | 5      | 1.9  | 4    | .7  | 21     | 8.0  | 26   | 4.3  |
| 40-49         | 12                | 4.6  | 11   | 1.8  | 4                  | 1.5  | 9    | 1.5  | 2      | .8   | 1    | .2  | 18     | 6.8  | 21   | 3.5  |
| 50+           | 10                | 3.8  | 6    | 1.0  | 2                  | .8   | 7    | 1.2  | 0      | .0   | 2    | .3  | 12     | 4.5  | 15   | 2.5  |
| Total         | 43                | 16.3 | 56   | 9.3  | 11                 | 4.2  | 32   | 5.3  | 15     | 5.7  | 24   | 4.0 | 69     | 26.1 | 112  | 18.7 |
| <b>Female</b> |                   |      |      |      |                    |      |      |      |        |      |      |     |        |      |      |      |
| 20-29         | 10                | 3.8  | 10   | 1.7  | 10                 | 3.8  | 10   | 1.7  | 10     | 3.8  | 10   | 1.7 | 30     | 11.4 | 30   | 5.0  |
| 30-39         | 9                 | 3.4  | 5    | .8   | 10                 | 3.8  | 8    | 1.3  | 4      | 1.5  | 3    | .5  | 23     | 8.7  | 16   | 2.7  |
| 40-49         | 14                | 5.3  | 7    | 1.2  | 11                 | 4.2  | 8    | 1.3  | 1      | .4   | 3    | .5  | 26     | 9.8  | 18   | 3.0  |
| 50+           | 3                 | 1.1  | 4    | .7   | 1                  | .4   | 2    | .3   | 0      | .0   | 3    | .5  | 4      | 1.5  | 9    | 1.5  |
| Total         | 36                | 13.6 | 26   | 4.3  | 32                 | 12.1 | 28   | 4.7  | 15     | 5.7  | 19   | 3.2 | 83     | 31.4 | 73   | 12.2 |
| Grand Total   | 79                | 29.9 | 82   | 13.7 | 43                 | 16.3 | 60   | 10.0 | 30     | 11.4 | 43   | 7.2 | 152    | 57.6 | 185  | 30.8 |

Table 3 (continued)

| Sex and Age | UNEMPLOYED        |      |      |      |                    |     |      |      |        |     |      |      |        |      |      |      |
|-------------|-------------------|------|------|------|--------------------|-----|------|------|--------|-----|------|------|--------|------|------|------|
|             | Married - Widowed |      |      |      | Separated-Divorced |     |      |      | Single |     |      |      | Total  |      |      |      |
|             | Sample            |      | Pop. |      | Sample             |     | Pop. |      | Sample |     | Pop. |      | Sample |      | Pop. |      |
|             | n                 | %    | n    | %    | n                  | %   | n    | %    | n      | %   | n    | %    | n      | %    | n    | %    |
| Male        |                   |      |      |      |                    |     |      |      |        |     |      |      |        |      |      |      |
| 20-29       | 2                 | .8   | 10   | 1.7  | 1                  | .4  | 5    | .8   | 6      | 2.3 | 37   | 6.2  | 9      | 3.4  | 52   | 8.7  |
| 30-39       | 3                 | 1.1  | 8    | 1.3  | 4                  | 1.5 | 24   | 4.0  | 4      | 1.5 | 8    | 1.3  | 11     | 4.2  | 40   | 6.7  |
| 40-49       | 2                 | .8   | 8    | 1.3  | 1                  | .4  | 9    | 1.5  | 2      | .8  | 3    | .5   | 5      | 1.9  | 20   | 3.3  |
| 50+         | 3                 | 1.1  | 25   | 4.2  | 0                  | .0  | 11   | 1.8  | 0      | .0  | 4    | .7   | 3      | 1.1  | 40   | 6.7  |
| Total       | 10                | 3.8  | 51   | 8.5  | 6                  | 2.3 | 49   | 8.2  | 12     | 4.6 | 52   | 8.7  | 28     | 10.6 | 152  | 25.3 |
| Female      |                   |      |      |      |                    |     |      |      |        |     |      |      |        |      |      |      |
| 20-29       | 15                | 5.7  | 38   | 6.3  | 2                  | .8  | 16   | 2.7  | 9      | 3.4 | 29   | 4.8  | 26     | 9.8  | 83   | 13.8 |
| 30-39       | 18                | 6.8  | 36   | 6.0  | 1                  | .4  | 24   | 4.0  | 4      | 1.5 | 7    | 1.2  | 23     | 8.7  | 67   | 11.2 |
| 40-49       | 13                | 4.9  | 31   | 5.2  | 6                  | 2.3 | 21   | 3.5  | 0      | .0  | 3    | .5   | 19     | 7.2  | 55   | 9.2  |
| 50+         | 10                | 3.8  | 33   | 5.5  | 5                  | 1.9 | 16   | 2.7  | 1      | .4  | 9    | 1.5  | 16     | 6.1  | 58   | 9.7  |
| Total       | 56                | 21.2 | 138  | 23.0 | 14                 | 5.3 | 77   | 12.8 | 14     | 5.3 | 48   | 8.0  | 84     | 31.8 | 263  | 43.8 |
| Grand Total | 66                | 25.0 | 189  | 31.5 | 20                 | 7.6 | 126  | 21.0 | 26     | 9.8 | 100  | 16.7 | 112    | 42.4 | 415  | 69.2 |



Table 4 reports the level of significance of the chi-square values resulting from the comparison of sample proportions to the population proportions. Of the 18 possible comparisons, seven were significant with five in the direction of a greater proportion of Ss in the experimental sample and two in the direction of a smaller proportion in the experimental than in the population sample.

Table 4  
Levels of Significance of Chi-square Values comparing Sample  
to Population Proportions in Demographic Groups

|                | Employed                  | Unemployed                |
|----------------|---------------------------|---------------------------|
| Sex            |                           |                           |
| Male           | NS                        | p < .01* (less in sample) |
| Female         | p < .001 (more in sample) | NS                        |
| Marital Status |                           |                           |
| Married or     |                           |                           |
| Widowed        | p < .05 (more in sample)  | p < .01 (more in sample)  |
| Single         | NS                        | NS                        |
| Separated or   |                           |                           |
| Divorced       | NS                        | p < .01 (more in sample)  |
| Age            |                           |                           |
| 20-29          | p < .01* (less in sample) | NS                        |
| 30-39          | NS                        | NS                        |
| 40-49          | p < .05 (more in sample)  | NS                        |
| 50+            | NS                        | NS                        |

\*Sample numbers less than expected frequency, based on proportions drawn from the parent population.

#### Sample Bias: Early versus Late Responders

Another possible source of response bias may be identified by dividing the demographic groups, which were disproportionately represented in the experimental sample, into the three responder levels, that is, the three successive mailings of approximately a month apart. The number of Ss at each of the three levels was 172, 56, and 36, respectively. Response levels 1 and 2 were combined and compared to response level 3. Chi-squares were then computed comparing these levels on the basis of the demographic groups found to significantly differentiate the sample from the parent population. These groups were unemployed males; employed 20-29-year-olds; married and widowed (both employed and unemployed); employed females; unemployed, separated, and divorced (both male and female); and employed 40-49-year-olds.

In terms of response levels, only two of the above mentioned demographic groups were found to contribute to response bias, namely, employed 20-29-year-olds and the unemployed males. Thus, both of these groups, which were proportionally and significantly smaller in the experimental sample, responded to the questionnaire later, that is, to the third mailing proportionally more than did any of the other groups. This clearly suggests that repeated mailings will increase the probability of sample representativeness, if the bias is in the direction of having a disproportionately small number of responders.

### The Questionnaire

The questionnaire was designed to provide indices of (a) level of work involvement, (b) demographic characteristics, and (c) self-perceptions. It consisted of 84 scaled items. One-half of the items were designed to measure Actual self-perceptions, and the other half was designed to measure Ideal self-perceptions with the same items. Each of these two groups of items was further divided into three situations: Self-in-General, Home, and Work. Therefore, each situation-test condition (Actual or Ideal) combination consisted of 14 items (see Appendix B). The three-dimensional design of the instrument is schematically illustrated in Figure 2.

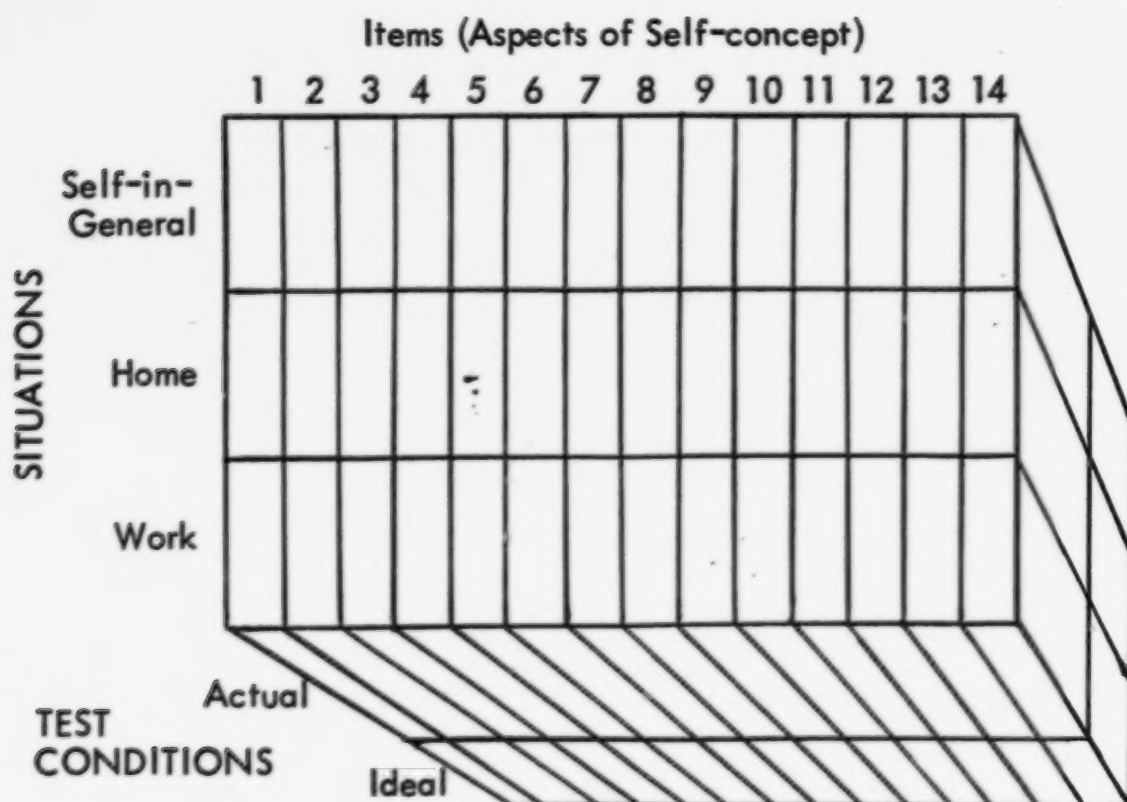


Figure 2 .

The fourteen items fit within the context of the three situations, and the three situations fit within the context of the two test conditions. This design permits an interaction effect between the three stimulus conditions.

### Items and Hypotheses

The total number of items does not fit within a given theoretical scheme and therefore does not yield a unitary score characterizing a given trait. Heterogeneity of items was built into the instrument in order to tap various facets of differences between high and low work involvement. All items, however, have a self-referent nature in that they pertain to all individuals in some way.

What follows is a discussion of the rationale basic to each of the self-referent items. The items appear in the same order as they appeared on the questionnaire.

1. I am active. Activity is highly valued in American society, whether it is in the intrapersonal or interpersonal realm, at home or work. Basically, when one is active it substantiates the fact that he is alive. The expenditure of effort in terms of activity level would appear to serve the purpose of providing the individual with a feeling of physical well-being derived from continual efforts on his part. It is assumed that activity implies a level of involvement and concern on the part of an individual to the extent that it would differentiate high and low work involvement. Thus it was hypothesized that high work-involved persons perceive themselves as more active than low work-involved persons.

2. I am satisfied with the way things are. One of the most frequently used concepts in industrial psychology has been that of "satisfaction." However, the term has been primarily related to on-the-job satisfaction rather than studied as a general attitude about work, whether one is on-the-job or not. Unfortunately, there has been little agreement as to the exact nature of the concept and very little research has been conducted on the concept itself. Vroom (1964) indicates "the terms job satisfaction and job attitudes are typically used interchangeably (p. 99)." At the same time, however, he feels that these concepts are effective orientations of the individual to work roles. He states that positive attitudes toward the job have some conceptual equivalence to job satisfaction while job dissatisfaction is represented by negative attitudes.

Our application of the concept of satisfaction does not have as its specific focus the individual's job but instead pertains to a more global perception of his feeling or valence about given situations. In this sense, satisfaction pertains to the individual's evaluation of various situations, and therefore, will not have a direct referent such as the specific functions performed in any one situation. Thus, satisfaction is taken here as independent of supervisee-supervisor relationships, work groups, job content, wages, promotional opportunities, and hours of work.

Satisfaction is an evaluative item which may pertain to the individual's judgment of his present state. Being employed meets both economic and social needs; therefore, it was hypothesized that high work-involved persons will be more satisfied than low work-involved persons.

3. I have the ability to do what is expected of me. Much of the work in regard to abilities has been done in the area of relating one's capabilities to occupational choice, occupational attainment, occupational preference, and occupational interests. There also has been work in the area of abilities and



their relationship to job satisfaction. However, the concern here is simply with perceived ability in terms of what one feels is expected of him. This stimulus actually ties together one's perceived expectancies and ability, and therefore permits the Ss to gage their actual relationship.

This particular item is one of three which has to do with expectancies. The other two are knowing what is expected and doing what is expected, while this item is concerned with one's ability to do what is expected. It was hypothesized that this item would discriminate between high work involvement and low work involvement in the direction that high work-involved persons will be higher in perceived ability than low work-involved persons since high work-involved persons recognize personal, social and cultural expectations of their role as a worker. In realizing this, they perceive themselves as being capable of doing what is called for by this particular role.

4. I consider myself as important. This is another evaluative item which pertains to the significance one experiences in performing certain roles. Within this context it was hypothesized that high work-involved persons will consider themselves as more important than low work-involved persons.

5. I have personal comfort. This is the third evaluative item which pertains to the fact that the individual is expressing a state of well-being. The effect of this state would be to consider oneself as experiencing more personal comfort insofar as he is a high-involved worker fulfilling an expected social role with the prospects of remunerative rewards as opposed to the low-involved worker who would experience less personal comfort since he could not afford it. Therefore, it was hypothesized that high work-involved persons experience more personal comfort than low work-involved persons.

6. I get things done in new and different ways. This item is concerned with the creative nature of the individual and reflects a kind of self-directedness. It allows for the flexible creative potential of the individual to utilize his environment in achieving particular ends without being hampered by certain restrictions.

It was hypothesized that high work-involved persons will possess more of the self-directive qualities inherent in this item than low work-involved persons.

7. I am with people. It is assumed that this item would be more apt to show the socialability characteristic of tolerating a sustained contact with a work group. Low work-involved persons, it was assumed, reflect interpersonal difficulties and show deterrent action of a withdrawal nature which takes them away from the interpersonal role in the work situation. Thus, it was hypothesized that high work-involved persons experience being with people more than low work-involved persons.

8. I influence what goes on. It was assumed that this item would differentiate between high and low work-involved persons in that low work-involved persons feel they lack control over the environment. Such a lack of control is a result of their belief that things occur on the basis of chance, fate, or powerful others. This orientation is probably related "to the failure syndrome" (Margolin, 1963), in which the client seems to be striving to maintain the status quo but does not feel he has the potential to go beyond it. In contrast, high work-involved



persons actively influence decision-making and are more self-determining in their general life style. Consequently, it was hypothesized that high work-involved persons feel they influence what goes on more than low work-involved persons.

9. I know what is expected of me. This is the second expectancy item and the rationale underlying the choice of it is simply that high work-involved persons are assumed to be more cognizant of social expectations and therefore respond by assuming the role of full-time worker. Low work-involved persons are assumed to be less cognizant of social expectancies and therefore do not respond by assuming full-time work roles. It was hypothesized that high work-involved persons know what is expected of them more than low work-involved persons.

10. People help me do well. This item reflects the structure or guidelines needed by low work-involved persons. It is expected to differentiate the two groups in that low work-involved persons will attain higher scores. That is, low work-involved persons are assumed to be more dependent upon structure and therefore rely on help from others. High work-involved persons, in contrast, have provided themselves with structure in the form of a full-time work role and therefore would expect to obtain lower scores on this item. It is hypothesized that high work-involved persons are less apt to feel that people help them do well than low work-involved persons.

11. I am concerned about money. It is assumed that high work-involved persons would be more concerned about money in that they have actively engaged in a remunerative activity. The discriminatory quality of this item is dubious in that low work-involved persons will also show a concern about money, but primarily for a different reason, which would have to do with not being gainfully employed. Therefore, directionality is not predicted and the item will be used in an exploratory manner.

12. I do things which please me. This again is an evaluative item which reflects the autonomy and the self-directed quality of the individual in that he undertakes those things of his choice. We would anticipate that the reflective nature inherent in this attitude would enable the individual to be more involved in decision-making. Having this capability one would hypothesize that high work-involved persons will be higher on this item than low work-involved persons.

13. I do what is expected of me. This is the third expectancy item. Since the social expectation is that one should work, then it would be presumed that high work-involved persons would be higher on this item than low work-involved persons. Another way of saying this, according to our model, is that a person who does what is expected of him would be more likely to seek out a role of full-time rather than part-time work. Therefore, it is hypothesized that high work-involved persons do what is expected of them more than low work-involved persons.

14. Things around me help me to do well. This item has to do with the individual's dependence upon structure. It is somewhat similar to the item people help me except in this case the structure or help comes from impersonal objects. Low work-involved persons are hypothesized to be lower than high work involved persons on this item since they lack the organizational structure inherent in the role of work.

### Situations

The primary concern here has to do with the choice of situations and how this ties in with the individual's self-perceptions in relation to a work environment. It is assumed that self-references are not isolated but are judgments that interact with a physical or social context. Therefore, it was felt that the individual's image of himself according to the specific items would reflect a context or situation. For this reason the Work situation was employed as an induced frame of reference. For comparative purposes the situation of Home was employed as a control. Presumably, self-perceptions would be a function of the individual's perception of his context as well as a perception of himself. It is assumed that self-perceptions do not exist in a vacuum but are a function of environmental determinants as well as the interpretation put upon these determinants by the individual himself. In order to contrast these perceptions about Work it was felt that the Home situation would provide a conceptually similar ecology, but with a different set of environmental determinants.

A third and more general situation, or more properly labeled, a general self-image was also employed, which had to do with the individual's self-perceptions of himself across all situations thereby enabling him to focus more on himself independent of an environment. This situation was called Self-in-General. Presumably the situations of Home and Work would also be incorporated in the situation of Self-in-General. This reference or self-perception would reflect not only Home and Work but also religious affiliations, leisure time activities, avocational activities such as hobbies and club affiliations. The results of the analysis of these three situations will be compared in terms of similarities and differences.

### Test Conditions

The items in the questionnaire act as focal stimuli within particular contexts, which are the above described situations. These stimuli are cast within a larger frame of reference which we refer to as "test conditions." In an operational sense this context is similar to "sets" as traditionally investigated in psychology. In a more conceptual sense, test conditions give a different kind of status to these stimuli. The reference here has to do with one perceiving himself as he Actually is, as opposed to what he Ideally would like to be. The Actual test condition is a more reality-oriented self-perception which pertains to the individual's immediate situation, as he perceives it. The Ideal, on the other hand, is a social or cultural standard that is over and above his present state of affairs; however, it does not have to be. Thus, conceptually, these test conditions are for the purpose of describing the equivalence of one's Actual state of affairs to the state of affairs he would Ideally prefer to attain. Operationally, these two sets serve the purpose of providing additional stimuli or a context in which to fit both the situations and items. Figure 2 on page 19 denotes the relationship between these three stimulus conditions.

### Actual-Ideal Discrepancy

The concern here is with the discrepancy between the two test conditions. It is assumed that the psychological distance between the individual's Actual self-perception and his aspired Ideal denotes a level of congruence which depicts degree of adjustment. High congruence, in which the individual is Actually doing what

he would Ideally like to be doing, denotes considerable satisfaction and adjustment in terms of attaining an aspired level. In contrast, a low congruence denotes that the individual has failed to attain his Ideal in terms of what he is Actually doing as a result of something inhibiting self-expression or some obstacle interfering with this attainment. Therefore, the lack of congruence denotes poor adjustment. Some authors have referred to this as a measure of aspiration level. In this study it is dealt with in a more operational sense in that it merely denotes distance between one's Actual accomplishment and an Ideal frame of reference which may be based on a personal, social, or cultural norm or standard.

### Quantification of the Items' Scale

The type of scale along which the dependent measures were arrayed represents an ordinal scale. No assumption was made that the six categories used for the ordinal scale met the criteria of an equal interval scale. The scale was assumed to simply represent a "more than" or a "less than" type of ordinal scale. The six categories employed are "never," "seldom," "sometimes," "often," "quite often," and "always." The six point ordinal scale was used for the fourteen items, three situations, and the two test conditions.

### SUMMARY

1. The Ss for this study were selected from the Greater Kansas City Mental Health Foundation. The number of Ss who were mailed questionnaires was 2,551. Only 392 questionnaires were returned and 103 of these were not usable because of incompleteness. Twenty-five questionnaires were returned after the analysis had begun; therefore only 264 Ss constituted the "experimental" group.
2. A "control" sample of 97 Ss was obtained from medical outpatients at the Kansas City General Hospital.
3. The sample characteristics of the experimental Ss are given and compared to 600 Ss in the parent population from which they were drawn. A sample bias was illustrated. The analysis indicated that the difference in population-sample proportions is accounted for by the significantly fewer unemployed males and fewer employed 20-29 year olds; significantly more married and widowed, more employed females, more unemployed, separated, and divorced respondents and more employed 40-49 year olds, in the experimental sample than in the population sample.
4. Demographic groups of the sample that were not significantly different from the proportion found in the population were employed males, unemployed females, single, employed, and unemployed Ss, employed separated-divorced Ss, all four age groups that were unemployed, and the 30-39 and 50+ age groups, who were employed.
5. It was found that part of the response bias could be attenuated through repeated mailings. Thus, with repeated mailings the employed 20-29 year olds and the unemployed males were found to become increasingly more representative of the parent population.



6. The questionnaire was described. It consisted of 84 scaled items. One-half of the items were designed to measure Actual self-perceptions and the other half were designed to measure Ideal self-perceptions with the same items. Each of these two groups of items were further subdivided into three situations; Self-in-General, Home, and Work. The Home and Work situations were designed to be more specific, while the Self-in-General was to represent a more global self-perception.
7. Rationale for each of the fourteen items under each combination of situations and test conditions was discussed.
8. The items were rated along a six point ordinal scale.



## CHAPTER III

### COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS

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The following is a description of the method for comparing the experimental and control groups on the dependent measures while holding the demographic variables constant. The purpose was to test whether or not the two groups were representative of the same population with respect to their responses to the questionnaire. If their dependent responses were found to be similar, the results obtained from the experimental group could be generalized to the control group, which would imply that non-psychiatric patients have characteristics that are not essentially different from a medical population on specific dependent variables and according to particular demographic groupings.

#### Matching the Experimental and Control Groups

The means by which the two groups of Ss were selected was as follows: From the 264 experimental Ss, 37 Ss were selected that coincided with the same demographic characteristics of 37 Ss in the control group. This means that S number 1 of the experimental group had the same demographic characteristics as the S number 1 of the control group. This was true for all 37 Ss. The demographic characteristics of the control and experimental Ss appear in Table 5.

Actual and Ideal Test Conditions. Comparisons were made between the experimental and control Ss by summing across Ss for each item for Self, Home, and Work for the Actual test condition and doing the same for Self, Home, and Work for the Ideal test condition. Each item, therefore, yielded a summed score for each of these subgroupings. For example, under Actual test condition and the Self situation the 14 sums of the control group were compared to the 14 sums of the experimental group by using the Mann Whitney U test, (Siegel, 1956, p. 160). Thus both groups, for Actual Self, were compared by ranking all Ss on each of the 28 sums. Ranks for the experimental group were then totaled and compared to the ranks of the control group. In applying the U statistic to the three situations for each of the two test conditions, six U tests were conducted. The results indicated that all groups were similar since none of the U statistics was significant.

Table 5

Characteristics of the Matched Subjects drawn from the Experimental (N=37) and Control (N=37) Groups

| MARITAL<br>STATUS<br>LEVEL OF<br>EDUCATION | EMPLOYED — PART TIME |      |     |                        |      |     |        |      |     |       |      |     |
|--------------------------------------------|----------------------|------|-----|------------------------|------|-----|--------|------|-----|-------|------|-----|
|                                            | Married-<br>Widowed  |      |     | Separated-<br>Divorced |      |     | Single |      |     | Total |      |     |
|                                            | -7                   | 8-12 | 13+ | -7                     | 8-12 | 13+ | -7     | 8-12 | 13+ | -7    | 8-12 | 13+ |
| Male                                       |                      |      |     |                        |      |     |        |      |     |       |      |     |
| 20-29                                      |                      |      |     |                        |      |     | 1      |      |     | 1     |      |     |
| 30-39                                      |                      |      |     |                        |      |     |        |      |     |       |      |     |
| 40-49                                      |                      |      |     |                        |      |     |        |      |     |       |      |     |
| 50+                                        |                      |      |     |                        |      |     |        |      |     |       |      |     |
| Total                                      |                      |      |     |                        |      |     | 1      |      |     | 1     |      |     |
| Female                                     |                      |      |     |                        |      |     |        |      |     |       |      |     |
| 20-29                                      |                      |      |     |                        |      |     | 1      |      |     | 1     |      |     |
| 30-39                                      |                      | 3    |     |                        | 1    |     |        |      |     | 4     |      |     |
| 40-49                                      |                      |      |     |                        |      |     |        |      |     |       |      |     |
| 50+                                        |                      |      |     |                        |      |     |        |      |     |       |      |     |
| Total                                      |                      | 3    |     |                        | 1    |     | 1      |      |     | 5     |      |     |
| Grand<br>Total                             |                      | 3    |     |                        | 1    |     | 2      |      |     | 6     |      |     |

\*There were no separated, divorced or single Ss in the unemployed group. Thus, a Total column was omitted.

Table 5 (continued)

|                | EMPLOYED — FULL TIME |      |     |                        |      |     |        |      |     |       |      |     | UNEMPLOYED*         |      |     |
|----------------|----------------------|------|-----|------------------------|------|-----|--------|------|-----|-------|------|-----|---------------------|------|-----|
|                | Married<br>Widowed   |      |     | Separated-<br>Divorced |      |     | Single |      |     | Total |      |     | Married-<br>Widowed |      |     |
|                | -7                   | 8-12 | 13+ | -7                     | 8-12 | 13+ | -7     | 8-12 | 13+ | -7    | 8-12 | 13+ | -7                  | 8-12 | 13+ |
| Male           |                      |      |     |                        |      |     |        |      |     |       |      |     |                     |      |     |
| 20-29          |                      | 1    | 2   |                        |      | 1   |        | 2    | 1   |       | 3    | 4   |                     | 1    |     |
| 30-39          |                      | 2    |     |                        |      |     |        | 1    |     |       | 3    |     |                     |      |     |
| 40-49          |                      |      |     |                        |      |     |        |      |     |       |      |     |                     |      |     |
| 50+            |                      |      |     |                        |      |     |        |      |     |       |      |     |                     |      |     |
| Total          |                      | 3    | 2   |                        |      | 1   |        | 3    | 1   |       | 6    | 4   |                     | 1    |     |
| Female         |                      |      |     |                        |      |     |        |      |     |       |      |     |                     |      |     |
| 20-29          |                      |      | 1   |                        |      |     |        |      | 3   |       |      | 4   |                     | 4    | 1   |
| 30-39          |                      | 1    |     |                        | 1    |     |        |      |     |       | 2    |     |                     | 2    |     |
| 40-49          |                      | 2    | 1   |                        | 2    |     |        |      |     |       | 4    | 1   |                     | 1    |     |
| 50+            |                      | 1    |     |                        |      |     |        |      |     |       | 1    |     |                     |      |     |
| Total          |                      | 4    | 2   |                        | 3    |     |        |      | 3   |       | 7    | 5   |                     | 7    | 1   |
| Grand<br>Total |                      | 11   |     |                        | 4    |     |        | 7    |     |       | 22   |     |                     | 9    |     |

Actual-Ideal Discrepancy. A further analysis was conducted with the U statistic to ascertain the difference between the two groups in terms of discrepancies between Self on the Actual test condition to the Self on the ideal test condition. This was also conducted on the situations of Home and Work. The data for this were obtained by subtracting the sum of item one under Actual Self from the sum of item one under Ideal Self and doing this for each item for this particular situation. The discrepancy scores for the experimental group were then compared to the discrepancy scores in the control group by ranking the sums. The ranks of the experimental group were totaled and compared to the total of the ranks of the control group. It was found that the discrepancy scores for the Actual-Ideal Self and Home situations did not differentiate the experimental and control groups. However, the Actual-Ideal discrepancy for Work did discriminate between the two groups. There was a greater discrepancy in the Actual-Ideal Work situation for the experimental group than for the control group. This finding suggests that post-hospital psychiatric patients were experiencing less adjustment in relation to the Work situation than were the control Ss.

It would be fruitful to examine the items contributing to the discrepancy between the experimental post-hospital patients and control medical Ss on the Self-Ideal discrepancies.

The four items that demonstrated the greatest discrepancy were:

- (a) I consider myself as important
- (b) I am with people
- (c) People help me do well
- (d) "Things" around me help me do well

The first three items were in the direction of the experimental Ss showing the greatest discrepancy. The last item was in the reverse direction with the experimental Ss showing less discrepancy than the control Ss.

It may be concluded from these findings that, in a Work setting, ex-psychiatric patients experience less importance, do not feel they are with people as much, and that people do not help them when compared to non-psychiatric patients. However, ex-psychiatric patients experience greater adjustment in terms of impersonal structure. It seems that, in the Work situation, there is some loss of self-esteem and the feeling of alienation in regard to social relationships and consequently greater dependence on impersonal structure. Subsequent analyses in this report will be tempered by these findings, which limits the generalizability of the Actual-Ideal discrepancy findings in the Work situation for the experimental group, i.e., they are not from the same population as the control group in this respect. The conclusion from this analysis is simply that the post-hospital experience of psychiatric patients does not reach the Ideal aspirations in a Work environment, which differentiates them from a non-psychiatric population.

### Reliability

It goes without saying that the difficulty in obtaining reliability coefficients with ex-psychiatric patients is obvious when having to work with a sample in which a large number are considered a "lost population." Thus, the reliability study was conducted with a different, "captive" sample which further points up



limitations in the use of such indices as the coefficients quoted here. However it provides some basis for discussing the design of the questionnaire in relationship to specific items even though the sample is different.

A reliability study was conducted with 49 college Ss. Reliability data were derived from a retesting of the college Ss exactly two weeks after the initial testing. The measure of reliability indicates the degree to which Ss' responses remain constant between the two testings. The retesting yielded several test-retest consistency indices.

This procedure had some definite shortcomings, primary of which is the notion that any change in the individual in response to interpolated activity between the two testings is likely to lower the reliability coefficients as a function of change in the Ss, rather than as a function of instability of the items. Thus, any variance would be presumably attributed to two things: (1) different interpretations of the item at different times, or (2) changes in the Ss so that they responded to the items with a different frame of reference. One can only speculate from these data which variance is operating to reduce the correlation coefficient.

The over-all Pearson  $r$  correlation for the questionnaire across the two test conditions, three situations, and 14 items was .62. The breakdown by test conditions and situations showing the correlation coefficient is given in Table 6. It can be seen that the Actual test condition is slightly more reliable than the Ideal test condition; however this does not appear to be a significant difference. Also, Self-in-General for the Actual test condition is the highest, while Home for the Ideal test condition is the highest. Interestingly, under both test conditions, the Work situation appears to yield relatively low reliability estimates.

Table 6  
Test-Retest Reliability Coefficients (Pearson  $r$ ) for the Actual and Ideal Test  
Conditions and the Three Situations Across Items for College Students  
N=49

|                 | Reliability Coefficients |           |
|-----------------|--------------------------|-----------|
|                 | Test Condition           | Situation |
| Actual          | .64                      |           |
| Self-in-General |                          | .68       |
| Home            |                          | .62       |
| Work            |                          | .62       |
| Ideal           | .61                      |           |
| Self-in-General |                          | .61       |
| Home            |                          | .67       |
| Work            |                          | .55       |

The test-retest reliability coefficients (Pearson  $r$ ) for the Actual and Ideal test conditions, situations, and items for the college Ss is given in Table 7. These coefficients range from a low of .28 to a high of .86. All coefficients, however, are significant at  $p < .05$ .

Table 7  
Test-Retest Reliability Coefficients (Pearson  $r$ ) for the Actual and Ideal Test  
Conditions, Three Situations, and the Fourteen Items for College Students  
N=49

| Items               | Actual |      |      | Ideal |      |      |
|---------------------|--------|------|------|-------|------|------|
|                     | Self   | Home | Work | Self  | Home | Work |
| 1. Activity         | .58    | .62  | .28  | .57   | .70  | .60  |
| 2. Satisfaction     | .72    | .54  | .54  | .75   | .86  | .66  |
| 3. Ability          | .79    | .55  | .64  | .49   | .41  | .44  |
| 4. Importance       | .63    | .55  | .75  | .66   | .76  | .36  |
| 5. Comfort          | .55    | .61  | .54  | .55   | .60  | .44  |
| 6. Creative         | .64    | .56  | .70  | .64   | .68  | .32  |
| 7. With People      | .76    | .56  | .57  | .63   | .59  | .39  |
| 8. Influence        | .72    | .64  | .79  | .53   | .75  | .52  |
| 9. Know Expected    | .61    | .73  | .64  | .56   | .63  | .48  |
| 10. People Help     | .67    | .53  | .59  | .65   | .66  | .61  |
| 11. Concern (Money) | .76    | .77  | .75  | .51   | .49  | .72  |
| 12. Please Me       | .72    | .58  | .49  | .59   | .54  | .49  |
| 13. Do Expected     | .59    | .67  | .60  | .70   | .74  | .64  |
| 14. Things          | .57    | .62  | .62  | .64   | .71  | .74  |

The scale as a whole did not show high reliability, although there are individual items under various conditions which were quite respectable. In subsequent discussions regarding differences between high work-involved Ss and low work-involved Ss, particular items will be discussed which were found to significantly differentiate these two groups. The reliability coefficient of that item for the particular test condition and situation will be repeated at that time.

One other item, which constituted the independent variable, was "How many hours a week do you usually work?" The reliability coefficient was .80.

This reliability coefficient is quite respectable, giving credence to the breakdown by part-time versus full-time employed individuals used in the subsequent sections of this report.

Generally speaking, the overall correlations were not high, but were acceptable for attitudinal data, and higher for some item-situation-test condition combinations than for others.

### SUMMARY

1. The experimental and control groups were compared on the dependent measures while holding the demographic variables constant.
2. Thirty-seven experimental Ss were matched with 37 control Ss. The only analysis that demonstrated group differences indicated that there was a greater Actual-Ideal discrepancy in the Work situation for the experimental Ss than for the control Ss.
3. A test-retest reliability study of the questionnaire yielded an overall correlation coefficient of .62 across the two test conditions, three situations, and 14 items. Although the individual item coefficients were not high (range .28 to .86) they were acceptable for attitudinal data.
4. The work-involvement item ("How many hours a week do you usually work?") yielded a reliability coefficient of .80.

## CHAPTER IV

### RESULTS AND DISCUSSION OF THE ITEMS, SITUATIONS AND TEST CONDITIONS

|                                                                     |    |
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The following section presents the results of testing the hypotheses regarding each of the self-referent items. The format adopted for this purpose is to indicate the statistically significant items in the order that they appear on the questionnaire. The results concerning each item will be presented as some variation of the following format:

Item  
Actual Test Conditions  
 Part-time versus Full-time  
 Self-in-General  
 Home  
 Work  
Ideal Test Conditions  
 Part-time versus Full-time  
 Self-in-General  
 Home  
 Work

Each of these major categories will then be divided into the sub-headings of marital status and/or age. The size of the sample does not permit further subdivisions. Thus, each item may be discussed in terms of any combination of significant findings. Since most of the items show significant findings for only the Actual test conditions, there will be very few references to the Ideal test conditions. Furthermore, the items showing significances under the Actual test conditions do not always hold up across all situations, marital statuses, or ages. Therefore, only the combinations showing significance will be discussed.

We have turned to the idea of looking at work involvement as a means for examining the hypotheses set down in the previous section. Work involvement is operationally defined by the item, "How many hours do you usually work?" This item was decided upon rather than the item "Are you currently working?" which tended to include the Ss' present employment status, which may or may not be indicative of his general life-style in regard to work habits. It is only indicative of his employment status at the time of completing the questionnaire.

Table 8 illustrates the fact that employment status and work involvement do not agree.

Table 8  
 Comparison of Current Employment Status to Hours Usually Worked

| Are you<br>currently<br>working? | Hours Usually Worked |     |       |     |       |     |     |     | Total |      |
|----------------------------------|----------------------|-----|-------|-----|-------|-----|-----|-----|-------|------|
|                                  | 0-20                 |     | 20-34 |     | 35-50 |     | 50+ |     |       |      |
|                                  | No.                  | %   | No.   | %   | No.   | %   | No. | %   | No.   | %    |
| Yes                              | 10                   | 4%  | 23    | 9%  | 90    | 34% | 29  | 11% | 152   | 58%  |
| No                               | 42                   | 16% | 17    | 6%  | 44    | 17% | 9   | 3%  | 112   | 42%  |
| Total                            | 52                   | 20% | 40    | 15% | 134   | 51% | 38  | 14% | 264   | 100% |

One may not be currently working but usually work 20 hours or more. Or, one may be currently working but generally show little, if any, consistent work pattern. For example, it may be noted in Table 8 that 26 per cent of the sample indicated they usually work better than 20 hours a week, but were not employed at the time the questionnaire was completed! Consequently, we have chosen the work-involvement item as the independent variable. This item, "How many hours do you usually work?" yielded four possible responses: less than 20, 20-34, 35-50, 50 or more. The categories of less than 20 and 20-34 were considered part-time workers which also included those who were usually unemployed. These Ss will be referred to as the low work-involvement group. The categories 35-50 and 50+ were considered the full-time workers, which included individuals generally employed. These Ss will be referred to as the high work-involvement group. This dichotomy afforded an opportunity to examine work involvement as a function of one's usual work pattern and commitment.

#### Item 1: "I am active."

It was assumed that activity implies a level of involvement and concern on the part of an individual to the extent that it would differentiate high work-involved Ss from low work-involved Ss. Thus, it was hypothesized that high work-involved Ss perceive themselves as more active than low work-involved Ss.

#### Part-Time versus Full-Time

The chi-square ( $\chi^2$ ) statistic for independent samples, corrected for small samples (Siegal, 1956), was used to test this and the following hypotheses. The sample of 264 Ss was divided into two groups, one representing the part-time Ss (N=92) and the other representing the full-time Ss (N=172). Each of the sub-samples was then divided into "lows" versus "highs," which represented a dichotomization of the low item scores (1, 2 and 3) versus the high item scores (4, 5 and 6). This procedure was followed for each of the items because of the non-normal assumptions of the intervals on the scale.

Self-in-General. (Test-retest  $r = .58$ ) It was found that high work-involved Ss perceived themselves as being more active than low work-involved Ss under the Self-in-General situation. This finding, when the total group was subdivided according to marital status and age, was primarily a function of the married-widowed group and the Ss over 40 years of age. (see Table 9).

This finding provided general confirmation for the hypothesis that high work-involved Ss perceived themselves as more active than low work-involved Ss. This finding suggests, perhaps, that ex-psychiatric patients who usually show a greater commitment to work are actually the ones who are simply better motivated to act. It is not too far afield to assume that the high work-involved Ss are also the individuals with high drive. They are probably, then, more successful in psychiatric treatment as well as employment. Richart (1967) has found that the probability of those being re-admitted for psychiatric treatment is greater for those who are unemployed. This finding was indirectly confirmed in the pilot work (Appendix A) where it was noted that the best predictor for employment

subsequent to psychiatric treatment was whether or not the client was employed before treatment. Thus, it appears that high work involvement denotes high perceived activity which, in turn, suggests a high level of motivation to assume personal responsibilities. This interpretation finds some support in the fact that older, married, and probably more mature Ss seem to fit this group the best.

Home. (Test-retest  $r = .62$ ) The only significant finding for this situation was the fact that high work-involved married and widowed Ss see themselves as more active in the Home environment than low work-involved married and widowed Ss. Level of work involvement does not interact with any other demographic variables or combinations of variables for this situation.

Work. (Test-retest  $r = .28$ ) There was discrimination in terms of high versus low work involvement for the Work situation in the direction of high work-involved people perceiving themselves as significantly more active than low work-involved individuals (see Table 9). This seems to be particularly true of the subdivisions of married and widowed and the age groups of 30 and above.

Table 9

Chi-square Values Comparing Low versus High "Activity" Scores of Part-Time Ss versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for the Actual Test Conditions\*

| Variables                                     | Self     |       | Home     |       | Work     |         |
|-----------------------------------------------|----------|-------|----------|-------|----------|---------|
|                                               | $\chi^2$ | p     | $\chi^2$ | p     | $\chi^2$ | p       |
| <u>Total Groups</u>                           |          |       |          |       |          |         |
| High Involvement<br>versus Low<br>Involvement | 8.37     | < .01 | NS       |       | 12.91    | < .01   |
| <u>Marital Status</u>                         |          |       |          |       |          |         |
| Married-<br>widowed                           | 8.68     | < .01 | 7.56     | < .01 | 7.26     | < .01   |
| Single                                        |          | NS**  |          | NS    |          | NS      |
| Separated-<br>divorced                        |          | NS    |          | NS    |          | NS      |
| <u>Age</u>                                    |          |       |          |       |          |         |
| 20-29                                         |          | NS    |          | NS    |          | ----*** |
| 30-39                                         |          | NS    |          | NS    | 6.40     | < .02   |
| 40+                                           | 4.22     | < .05 |          | NS    | 6.23     | < .02   |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

\*\*\*Expectancy less than 5 for one cell.



It appears that working full-time, or just being employed, is not a condition that generally relates to perceived activity in the Home situation. However, it is a condition that effects perception of Self-in-General and self in the Work situation.

At best we can say that employment status, particularly when it is full-time, is related to perceived high activity. The "cause-effect" question of whether one perceives himself as active because he is working, or is working because he perceives himself as active is not answerable with these data.

Of significance also, is the fact that high work involvement is not a factor in perceived activity in the Home. Rather, it appears to be predominantly a characteristic of the Work setting. This finding, then, tends to limit the extent to which one may generalize regarding the agreement between level of work involvement and perceived activity, insofar as specific environments are concerned. In other words, it must be limited to the Work setting.

The above findings strongly support the hypothesis that high work-involved individuals perceive themselves as being more active than low work-involved individuals in the Work situation.

Item 2: "I am satisfied with the way things are."

It was hypothesized that high work-involved Ss will experience a greater degree of satisfaction than will low work-involved Ss.

There were no significant differences between the low and high work-involved groups on this item for the Self-in-General or the Work situations. However, there was some indication of discrimination on this item for the Home situation (test-retest  $r = .54$ ). It was found that full-time individuals perceived themselves as more satisfied with the way things are than part-time Ss in terms of the Home situation ( $\chi^2 = 4.65$ ;  $p < .05$ ). A subdivision of this finding reveals it was primarily a function of the married-widowed group ( $\chi^2 = 4.62$ ;  $p < .05$ ).

Although it was noted above that high work involvement did not denote high perceived activity in the Home setting, there is more of a feeling of satisfaction in the Home environment for the high work-involved group. An implication that may be drawn from these findings is that the high work-involved Ss are more satisfied because they do not have to be more active in the Home. There is little doubt that the demands are greater in a Work setting than at Home. Therefore, Home is a place where the high work-involved group may relax.

The lack of other significant findings for this particular item strongly pointed to the notion that regardless of degree of perceived satisfaction, level of work involvement was not a differentiating quality. In other words, this sample, in terms of low versus high work-involvement, shows considerable homogeneity, which appears to be largely a function of both groups of Ss experiencing a generally low degree of satisfaction, i.e., perceived satisfaction, compared to the overall mean of the items, was extremely low. This finding probably reflects the fact that the particular sample of Ss in this study represent an indigent,



ex-psychiatric population involved in low skilled occupations. Consequently, most of the Ss perceive themselves as being dissatisfied with the way things are, with the one exception regarding the Home situation, in which the full-time Ss felt more satisfied with the way things are than did the part-time Ss.

The findings regarding the satisfaction item offer little if any support to the hypothesis that high work-involved Ss experience a greater degree of satisfaction than low work-involved Ss.

Item 3: "I have the ability to do what is expected of me."

It was hypothesized that high work-involved Ss would perceive themselves as having the ability to do what is expected of them more than would low work-involved Ss.

Part-Time versus Full-Time

The chi-square test for independent samples was again used to test the hypothesis. The results for the situations of Self, Home, and Work, and marital status and age, appear in Table 10.

Table 10

Chi-square Values Comparing Low versus High "Ability" Scores of Part-Time versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for the Actual Test Conditions\*

| Variables                                     | Self     |               | Home     |             | Work     |                |
|-----------------------------------------------|----------|---------------|----------|-------------|----------|----------------|
|                                               | $\chi^2$ | p             | $\chi^2$ | p           | $\chi^2$ | p              |
| <u>Total Groups</u>                           |          |               |          |             |          |                |
| High Involvement<br>versus Low<br>Involvement | 6.29     | < .02         | 7.60     | < .01       | 12.27    | < .01          |
| <u>Marital Status</u>                         |          |               |          |             |          |                |
| Married-                                      | 4.83     | < .05<br>NS** | 6.52     | < .02<br>NS | 11.46    | < .01<br>< .05 |
| widowed                                       |          |               |          |             |          |                |
| Single                                        |          |               |          |             |          |                |
| Separated-<br>divorced                        | 3.91     | < .05         |          | NS          |          | ---***         |
| <u>Age</u>                                    |          |               |          |             |          |                |
| 20-29                                         |          | NS            |          | NS          |          | NS             |
| 30-39                                         | 3.89     | < .05         | 7.03     | < .01       |          | ---            |
| 40+                                           | 11.37    | < .01         | 8.45     | < .01       | 9.05     | < .01          |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

\*\*\*Expectancy less than 5 for one cell.

The chi-squares obtained for the total group were significant for each of the three situations, thus lending support to the hypothesis that full-time workers perceive themselves as having the ability to do what is expected of them more than do part-time workers. This finding holds up for the married-widowed group and for the 40+ group across the three situations. There is, at best, weak support for this finding in the single and separated-divorced groups. There is no support for this hypothesis in the 20-29 age group, but sufficient support in the 30-39 age group.

Self-in-General. (Test-retest  $r = .79$ ) It was found that part-time Ss do not perceive themselves as having the ability to do what is expected of them when compared to the full-time Ss. This finding prevails generally except within the 20-29 age group, which can possibly be explained by the fact that the young people do not link part-time status with perceived ability. It is quite possible that the early years of entering the labor market represent a learning or apprenticeship period and therefore the individual's perceived ability is only beginning to take shape.

The findings of marked interest are that in the total group being employed part-time is linked with low perceived ability, while being full-time is linked with high perceived ability, regardless of the situations of Home or Work. Again, we are back to the question of which came first. It is our contention that low perceived ability leads to part-time employment or unemployment. However, no evidence can be directly adduced from this study to support such an assumption.

In general, high work-involved Ss perceive themselves as more active and as having greater ability to do what is expected of them than the low work-involved Ss. At the same time, the high work-involved do not feel more satisfied than the low work-involved. Since perceived activity was primarily in response to a Work situation, while perceived ability is in response to the expectations of any setting, it seems that even though we are talking about high work-involved Ss, they tend to be people who respond to environmental determinants such as the expectations of others in a Work setting. There appears to be very little inner-directedness about them (cf. Tiffany, 1967).

Home. (Test-retest  $r = .55$ ) The Home situation differentiated the total group in the predicted direction with a chi-square equal to 7.60 ( $p < .01$ ). The married-widowed and the age groups from 30 on up account for this finding in the Home situation. Employment status and perceived ability of separated-divorced Ss are simply not related as a function of the Home situation, but are related in terms of one's general self-perceptions.

It is again interesting to note that the age groups 30 and above are significantly different in the predicted direction in the Home setting. It appears that level of work involvement and perceived ability show greater agreement with increasing age, particularly in regard to Self-in-General.

Work. (Test-retest  $r = .64$ ) The Work situation yielded a chi-square of 12.27 ( $p < .01$ ) in the direction of full-time workers perceiving themselves as having the ability to do what is expected of them more than part-time workers. This finding held up for the married-widowed and single groups and for the 40+ group. Thus, perceived ability and work involvement are significantly linked in the Work setting.

The hypothesis that more involved workers would perceive themselves as having the ability to do what is expected of them more than less involved workers has been strongly supported.

The item perceived ability really has two components, as do the other two expectancy items. The first has to do with one's ability, while the second component has to do with the environment expecting something from one. Thus, the item not only asks the S to assess this ability, but also to relate that ability to environmental demands. Unfortunately, there is no way to examine empirically these components separately in this study, but it is possible to examine them indirectly. For instance, it may be safe to assume that the Work situation would make the heaviest demands on one with the Home situation requiring fewer demands. Also, one would expect that Self-in-General would make the least demands. These assumptions can be verified by inspecting the degree of significance of the chi-squares for Work, Home, and Self-in-General. It is highest for Work, while Self-in-General was lowest, with Home falling in between. This finding seriously implies that expectations inherent in a Work environment affect the response to this item as much if not more so than the perceived ability component. If perceived ability were operating by itself, the General Self chi-square would probably have been as high as the Self at Work. However, it looks as though the expectancies one finds in an actual work role were influencing the responses to this item. Therefore, the conclusion should probably include the fact that individuals with high work involvement show high perceived ability to do what is expected of them, particularly in the more demanding or more structured settings. The inverse of this is that low work-involved individuals do not have the ability to do what is expected of them, particularly in the more demanding settings. Probably the more demands put on the low work-involved individual the less he feels he is capable of doing what is expected of him.

#### Item 5: "I have personal comfort."

This is an evaluative item which pertains to the assumption that the individual who is employed full-time would experience more personal comfort with the prospects of remunerative rewards than would the part-time employed individual who must rely on sources other than himself to insure comfort. Consequently, it was hypothesized that high work-involved Ss would perceive more personal comfort than low work-involved Ss.

#### Ideal Test Conditions

Part-Time versus Full-Time — Home. (Test-retest  $r = .60$ ) An isolated finding emerged which indicated that the more involved workers, i.e., the full-time people, would ideally like to have more personal comfort in the Home situation ( $\chi^2 = 3.86$ ;  $p < .05$ ). This desire does not carry over to the Work situation or for Self-in-General. The fact that this is not a chance finding is borne out by the absence of any similar results under the Actual test conditions. This finding suggests that personal comfort at Home is unrelated to one's Actual work involvement although those who are highly involved in work would Ideally like it to be.



Over-all there is essentially no support for the idea that personal comfort is related to Actual level of work involvement. Furthermore, it appears that there is some desire to modify this condition in the direction that more involved workers would Ideally like to have more personal comfort. This suggests that even a high level of work involvement does not provide one with the desired personal comforts at Home, at least where this sample is concerned. This finding corroborates the finding on the "satisfaction" item. Thus, neither of these two evaluative items substantially differentiate high versus low work-involvement in the ex-psychiatric patient sample.

#### Item 7: "I am with people."

It was assumed that persons with low work involvement experience interpersonal difficulties and, therefore, tend to withdraw from the sustained social contact typifying most work environments. Thus it was hypothesized that high work-involved Ss would perceive themselves as being "with people" more than low work-involved Ss.

#### Part-Time versus Full-Time

It was found that full-time employment is positively related to one's experience of being with people for not only Self-in-General, but also for the situations of Home and Work (see Table 11).

Table 11

Chi-square Values Comparing Low versus High "With People" Scores of Part-Time versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for Actual Test Conditions\*

| Variables                                     | Self     |       | Home     |       | Work     |       |
|-----------------------------------------------|----------|-------|----------|-------|----------|-------|
|                                               | $\chi^2$ | p     | $\chi^2$ | p     | $\chi^2$ | p     |
| <u>Total Groups</u>                           |          |       |          |       |          |       |
| High Involvement<br>versus Low<br>Involvement | 14.20    | < .01 | 4.45     | < .05 | 14.80    | < .01 |
| <u>Marital Status</u>                         |          |       |          |       |          |       |
| Married-<br>widowed                           | 14.04    | < .01 | 5.95     | < .05 | 11.80    | < .01 |
| Single                                        |          | NS**  |          | NS    |          | NS    |
| Separated-<br>divorced                        |          | NS    |          | NS    |          | NS    |
| <u>Age</u>                                    |          |       |          |       |          |       |
| 20-29                                         | 6.25     | < .01 | 4.60     | < .05 |          | NS    |
| 30-39                                         |          | NS    |          | NS    | 7.80     | < .01 |
| 40+                                           | 10.17    | < .01 |          | NS    |          | NS    |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.



Self-in-General. (Test-retest  $r = .76$ ) The marital status group that was significant in the predicted direction was the married-widowed group. Single and separated-divorced Ss do not perceive themselves as being with people more regardless of level of work involvement. Perhaps married people feel their extended social contacts are primarily through full-time employment, while Ss in the other categories seek social contacts in places other than at work.

The age categories which largely account for the finding that high work-involved Ss are with people more are 20-29 and 40 and over. This finding suggests that possibly the younger and older married Ss, who usually work full-time, perceive themselves with people more than do the middle aged, single, and separated-divorced Ss.

Home. (Test-retest  $r = .56$ ) Again the Ss who generally work full-time perceive themselves as being with people more than do Ss who generally only work part-time. The married-widowed and the age group of 20-29 showed this significant direction. The above argument that perhaps social contacts are sought outside the work environment suggests that single males may be the large contributors to this finding.<sup>4</sup>

Although the above results are not conclusive, they strongly point to the explanation that young, single, and separated-divorced, full-time employees are the large contributors to the fact that social contacts are independent of one's employment status. In contrast, the older married-widowed group finds increased social contacts at Home with increased work involvement.

Work. (Test-retest  $r = .57$ ) The Work situation also yielded a significant chi-square in the predicted direction, which was largely a function of the married-widowed group and the 30-39-year-old Ss.

These results strongly support the assumption that high work-involved individuals experience more social contact than low work-involved individuals.

The significance of this finding lies in the fact that being high work-involved not only brings one into a social situation at Work ( $\chi^2 = 14.80$ ), but also at Home ( $\chi^2 = 4.45$ ). It is obvious that the Work setting provides more numerous social contacts than the Home environment. Nonetheless, it is noteworthy that people who usually work full-time are also in contact with more people at Home. One might surmise that high work-involved people have families at Home who expect them to work and assume the responsibilities of the provider. This notion obtains some support from the fact that only the married Ss who are high work-involved feel they are with people more than the married Ss who are low work-involved. The single or separated and divorced groups show no relationship between level of work involvement and level of social interaction.

---

<sup>4</sup>An analysis of the "low scorers" versus the "high scorers" within sex groups revealed that, in the Home situation, males perceived themselves with people more than females ( $\chi^2 = 8.05$ ;  $p < .01$ ). Further analysis indicated that this was solely a function of the single Ss ( $\chi^2 = 3$ ;  $p < .05$ ) and the 20-29 year old group ( $\chi^2 = 4.60$ ;  $p < .05$ ). Since the cell Ns permitted an additional breakdown, the single Ss within the 20-29 age group were further analyzed. The result was a chi-square of 4.60 which was significant at  $p < .05$  in the predicted direction, indicating that young, single males perceived themselves with people at Home much more than the other male groups or any of the females.

One additional finding of note is the fact that young people who are high work-involved experience being with people more at Home than at Work. Perhaps, they are also assuming the role expected of them by family members, particularly the parents. Also of interest is the fact that high work-involved young Ss, who see themselves with people more at Home than the low work-involved Ss, do not show this differentiating quality in the Work setting. The data indicate that as one becomes older and continues as a high work-involved individual he is likely to experience being with people more during the age period of 30-39 in the Work situation. However, from 40 years of age and on there is a decrease in being with people at Work, even though one is high work-involved. It would appear then, that high work involvement and its relationship to level of socialization has situational significance insofar as age is concerned. It would be interesting to explore re-admission rates of ex-psychiatric patients to see if that statistic in any way relates to the variables of age, level of work involvement, and level of socialization.

#### Item 8: "I influence what goes on."

It was hypothesized that individuals demonstrating a high level of work involvement would feel they exert more influence than individuals demonstrating a low level of work involvement. This was one of the self-directed items.

#### Actual and Ideal Test Conditions

Home. (Test-retest  $r$  for Actual = .64; for Ideal, = .75) The only noteworthy finding that emerged for the "influence" item under both the Actual ( $\chi^2 = 3.86$ ;  $p < .05$ ) and Ideal ( $\chi^2 = 4.87$ ;  $p < .05$ ) test conditions was for the Home situation. Apparently, the high work-involved individuals feel they influence what goes on at Home and would like to influence more what goes on at Home than do individuals with low work involvement (this was particularly true for the married-widowed group). There appears to be little experience of influence or even a desire for more influence in the Work setting by the high work-involved individuals for this sample.

The results lend little if any support to the hypothesis that high work-involved Ss influence what goes on any more than low work-involved Ss, except possibly in the Home setting. In terms of the Work setting it appears that high work involvement is defined as working, but not influencing. This finding runs counter to many studies which show that having influence over one's work is highly desirable. The discrepancy may perhaps lie in the fact that we are here dealing with a sample of ex-psychiatric patients, who feel that being highly involved with work is enough without having to exert influence too. Perhaps influence and mastery merely extends to the point of "getting the job," rather than having anything to do with one's behavior "on the job."

#### Item 9: "I know what is expected of me."

This item implies that high work-involved Ss are more cognizant of social expectations and therefore respond by assuming the role of full-time worker, which is a highly held American value. Low work-involved Ss are assumed to be less

cognizant of social expectancies and therefore do not respond by assuming the role of full-time worker. Therefore, it was hypothesized that high work-involved Ss know what is expected of them more than low work-involved Ss.

#### Part-Time versus Full-Time

Self-in-General. (Test-retest  $r = .61$ ) The analysis significantly indicated that full-time Ss know what is expected of them more than do part-time Ss (see Table 12). The marital status that contributed to this finding was the married-widowed group. The age categories were 30-39 and 40 and over.

Table 12

Chi-square Values Comparing Low versus High "Know Expected" Scores of Part-Time Ss versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for Actual Test Conditions\*

| Variables                                     | Self     |       | Home     |       | Work     |       |
|-----------------------------------------------|----------|-------|----------|-------|----------|-------|
|                                               | $\chi^2$ | p     | $\chi^2$ | p     | $\chi^2$ | p     |
| <u>Total Groups</u>                           |          |       |          |       |          |       |
| High Involvement<br>versus Low<br>Involvement | 14.70    | < .01 | 4.60     | < .05 | 15.50    | < .01 |
| <u>Marital Status</u>                         |          |       |          |       |          |       |
| Married-<br>widowed                           | 15.30    | < .01 | 5.70     | < .02 | 4.08     | < .05 |
| Single                                        | NS**     |       | ----***  |       | NS       |       |
| Separated-<br>divorced                        | NS       |       | ---      |       | ---      |       |
| <u>Age</u>                                    |          |       |          |       |          |       |
| 20-29                                         | NS       |       | NS       |       | ---      |       |
| 30-39                                         | 4.70     | < .05 | NS       |       | ---      |       |
| 40+                                           | 6.70     | < .01 | NS       |       | 9.13     | < .01 |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

\*\*\*Expectancies less than 5.

There appears to be little doubt that high work-involved Ss know what is expected of them ( $\chi^2 = 14.70$ ). This expectation is more clearly defined if one is married and also as one gets older. These results strongly support earlier assumptions that this sample of Ss show little self-directedness in that they rely on directions from external standards and expectancies. Thus, it seems that high work involvement is closely allied to responding according to what is expected of one. However, to work, the highly held American value, is not shared by the low work-involved group. The question arises, "Do they not know what is expected of them



and therefore do not work?" or "Do they not work because they refuse to do what is expected of them?" One set of data, the mean score of all Ss across the three situations for the "know expected" item, showed it to be the highest score for all items, which suggests that even when they know what is expected of them, one group still remains low work-involved.

Home. (Test-retest  $r = .73$ ) Again, the full-time individuals indicated they knew what was expected of them more than the part-time Ss for the Home situation, which was largely a function of the married-widowed Ss. None of the age categories showed any significant relationship between high work involvement and knowing what is expected in the Home situation.

Work. (Test-retest  $r = .64$ ) The full-time Ss were significantly higher in knowing what was expected of them in the Work situation compared to part-time Ss. The subdivision, which contributed significantly to differentiating the groups on this item was the age 40+.

It will be noted that some data for the Home and Work situation could not be analyzed because of low expected frequencies. A large proportion of the Ss were quite high in knowing what was expected of them, but further division of the demographic groups was impossible because of low expected frequencies.

Dichotomizing the sample according to full-time versus part-time employment seems to have a high relevance to known expectancies, irrespective of situations. Consistently, full-time people, particularly the married-widowed group, demonstrated a higher score in knowing what is expected than did part-time Ss. Some support for this is found in Gurin, Jeroff, and Feld (1960), who say that married people have their roles structured better (i.e., clearer expectations) than non-married.

One might conclude that high work-involved Ss are more apt to know what is expected of them than low work-involved Ss. Perhaps the full-time individual is responding to the expectancies within a given situation (such as work), while part-time individuals are responding to expectancies that have a broader context or background which are essentially not anchored in any work situation and therefore, have at best, a personal referent rather than a situational referent. The very fact that people are high work-involved suggests that they know what in general is expected of them, which will also affect expectations for specific situations — not so, for low work-involved. For individuals who are primarily outer-directed, such a vague frame of reference, characterizing the part-time Ss, would lead to many feelings of uncertainty and anxiety, particularly about work.

#### Item 12: "I do things which please me."

This is another evaluative item which reflects the autonomy and self-directed nature of the individual in the sense that he undertakes those things of his own choice. It is hypothesized that high work-involved Ss do what pleases them more than low work-involved Ss.



### Part-Time versus Full-Time

Self-in-General. (Test-retest  $r = .72$ ) The high involved or full-time Ss demonstrated that they perceive themselves as doing what pleases them more than do the low involved or part-time Ss, which was largely a function of the married-widowed and separated-divorced groups and the 20-29-year-old group (see Table 13).

Table 13

Chi-square Values Comparing Low versus High "Please Me" Scores of Part-Time Ss versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for the Actual Test Conditions\*

| Variables                               | <u>Self</u> |       | <u>Home</u> |       | <u>Work</u> |      |
|-----------------------------------------|-------------|-------|-------------|-------|-------------|------|
|                                         | $\chi^2$    | p     | $\chi^2$    | p     | $\chi^2$    | p    |
| <u>Total Groups</u>                     |             |       |             |       |             |      |
| High Involvement versus Low Involvement | 7.24        | < .01 | 8.70        | < .01 |             | NS** |
| <u>Marital Status</u>                   |             |       |             |       |             |      |
| Married-widowed                         | 5.02        | < .02 | 4.80        | < .05 |             | NS   |
| Single                                  |             | NS    |             | NS    |             | NS   |
| Separated-divorced                      | 5.04        | < .05 |             | NS    |             | NS   |
| <u>Age</u>                              |             |       |             |       |             |      |
| 20-29                                   | 4.94        | < .05 |             | NS    |             | NS   |
| 30-39                                   |             | NS    |             | NS    |             | NS   |
| 40+                                     |             | NS    | 6.60        | < .02 |             | NS   |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

Home. (Test-retest  $r = .58$ ) The above findings were somewhat similar in the Home situation in that full-time Ss perceive themselves as being more apt to do what pleases them than part-time Ss. This finding was largely a function of the married-widowed and the 40+ age groups.

There were no significant findings for the Work situation for the full-time versus part-time breakdown of the Ss. It is remarkable to find that full-time people are no more apt to do what pleases them in a Work situation than are part-time people. Generally speaking, one's autonomy and self-directedness is largely a general characteristic of one's self. The greater the structure of the situation, say from Home to Work, the less one experiences doing what pleases him. In fact, one can say that self-directedness is inversely related to the degree of environmental structure, such as found in a Work setting.

This finding supports the earlier finding that this group is responding more to what is expected of them rather than to what their interests would personally direct them to do. It is clear from these data that level of work involvement does not dictate whether or not one can do as he pleases in the Work setting. Rather, it appears, the assumption that high work involvement is voluntary may not be valid. High work involvement may be more of a necessary evil than a response to the sheer enjoyment of work. This assumption gains some support from the finding under the Ideal test conditions noted below.

### Ideal Test Conditions

Part-Time versus Full-Time. Under the Ideal test conditions the high work-involved Ss are more inclined to generally want to do what pleases them than the low work-involved Ss (see Table 14). This appears to be solely a function of the married-widowed group in the Self-in-General (Test-retest  $r = .59$ ) and Work ( $r = .49$ ) situations.

Table 14

Chi-square Values Comparing Low versus High "Please Me" Scores of Part-Time versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for the Ideal Test Conditions\*

| Variables                                     | Self     |       | Home     |   | Work     |       |
|-----------------------------------------------|----------|-------|----------|---|----------|-------|
|                                               | $\chi^2$ | p     | $\chi^2$ | p | $\chi^2$ | p     |
| <u>Total Groups</u>                           |          |       |          |   |          |       |
| High Involvement<br>versus Low<br>Involvement | 6.29     | < .02 | NS**     |   | 6.90     | < .01 |
| <u>Marital Status</u>                         |          |       |          |   |          |       |
| Married-<br>widowed                           | 7.60     | < .01 | NS       |   | 9.70     | < .01 |
| Single                                        |          | NS    | NS       |   |          | NS    |
| Separated-<br>divorced                        |          | NS    | NS       |   |          | NS    |
| <u>Age</u>                                    |          |       |          |   |          |       |
| 20-29                                         |          | NS    | NS       |   |          | NS    |
| 30-39                                         |          | NS    | NS       |   |          | NS    |
| 40+                                           |          | NS    | NS       |   |          | NS    |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

In contrast to the Actual test conditions, the situations of Home and Work appear to be reversed under the Ideal test conditions. Thus, level of work involvement does not affect the "please me" item in the Home situation but does in the Work situation, under Ideal test conditions.

The results indicate that individuals with high work involvement have a stronger desire to do what pleases them in the Work situation, which is quite a contrast to their Actual state in which they are unable to do what pleases them. This finding, again, seems to be accounted for primarily through the desires of the married-widowed group.

The hypothesis that high involved workers do what pleases them more than low involved workers is found to be tenable. This finding suggests that self-directed behavior is generally linked to non-work settings, however, for this group, although high work-involved Ss would like to extend it to the Work setting.

Item 13: "I do what is expected of me."

It was assumed that we live in a society in which work has a high value in terms of an individual's life accomplishments. Thus, it was hypothesized that high involved workers are likely to perceive themselves as doing what is expected of them more than low involved workers.

Self-in-General. (Test-retest  $r = .59$ ) As noted in Table 15, full-time Ss were more apt to do what is expected of them than part-time Ss and this was largely a function of the separated-divorced marital status group and the older age category of 40+.

Home. The only significant finding in this situation indicated that the married-widowed Ss who were high work-involved were more apt to do what is expected of them than do the part-time Ss. The fact that the total group was not significant suggests that this finding may be a chance happening.

Work. (Test-retest  $r = .60$ ) Again, the full-time Ss were far more apt to do what is expected of them than the part-time Ss, and this was a function primarily of the single group and the 40+ Ss.

Older, single people may be less self-directed than the other Ss, leading to their doing what is expected in an environmental setting where there are strong field determinants, such as a Work setting. On the other hand, being married tends to nullify these results so that high or low work involvement does not distinguish these groups in the Work setting. The chi-square for the separated-divorced group was not computed due to insufficient expected cell frequencies.

It appears that part-time versus full-time employment has some significance for this sample which is particularly related to one's Self-in-General or the Work situation. It would appear that the individuals in this sample are inclined to follow directions from without, or that expectancies from without are more apt to be reinforced than are one's own internal directions. In terms of the Work situation the high chi-square found to differentiate the full-time and part-time Ss strongly suggests that the more involvement one has in terms of time

employed the more inclined he is to perceive himself as doing what is expected of him. These findings suggest the possibility that low work involvement leaves one in a state of uncertainty which corresponds to his lack of making any commitment to work. There is need of some modification of the assumption, noted in the discussion of the "activity" item, that high work-involved Ss tend to show more drive and motivation than low work-involved Ss. It would appear that the high work-involved Ss show more capacity to assume a responsible role by knowing and doing what is expected of them. Thus, motivation does not seem to be the predominant determinant but rather one's values and expectations do, both in terms of the way he perceives himself and in terms of the way he perceives environmental demands. For example, in the Work setting, the low work-involved Ss do not feel they know, have the ability, or can do what is expected of them compared to high work-involved Ss. But, neither group experiences influence, satisfaction, or doing what pleases them in the Work setting.

Table 15

Chi-square Values Comparing Low versus High "Do Expected" Scores of Part-Time Ss versus Full-Time Ss for Selected Demographic Variables, Self-in-General, and the Situations of Home and Work for the Actual Test Conditions\*

| Variables                               | Self     |       | Home     |       | Work     |       |
|-----------------------------------------|----------|-------|----------|-------|----------|-------|
|                                         | $\chi^2$ | p     | $\chi^2$ | p     | $\chi^2$ | p     |
| <u>Total Groups</u>                     |          |       |          |       |          |       |
| High Involvement versus Low Involvement | 3.90     | < .05 | NS**     |       | 14.90    | < .01 |
| <u>Marital Status</u>                   |          |       |          |       |          |       |
| Married-widowed                         | NS       |       | 4.82     | < .05 | NS       |       |
| Single                                  | NS       |       | NS       |       | 7.08     | < .01 |
| Separated-divorced                      | 8.27     | < .01 | NS       |       | ----     | ***   |
| <u>Age</u>                              |          |       |          |       |          |       |
| 20-29                                   | NS       |       | NS       |       | ----     |       |
| 30-39                                   | NS       |       | NS       |       | NS       |       |
| 40+                                     | 5.20     | < .01 | NS       |       | 4.69     | < .05 |

\*All findings are in the predicted direction.

\*\*NS — Not Significant.

\*\*\*Expectancies less than 5.



### Non-Significant Items

There was absolutely no support for the items "importance," "creativity," "people and things help," or "concern for money." It was not surprising to find no support for the "importance" item since only slight support was given the other two evaluative items ("satisfaction," "comfort"). This suggests that high work involvement does not indicate a more positive evaluation of one's circumstances, at least insofar as this sample is concerned.

The "creative" item was primarily a self-directed item. The other was "influence," which evidenced only marginal significance, thus suggesting that level of work involvement was only slightly related to self-directedness in this sample.

The two items "people and things help" reflected the individuals' need for structure, whether personal or impersonal. Again, level of work involvement was not differentiated in terms of need for structure by these two groups.

The last item which did not show any differentiation for level of work involvement was the "concern for money" item. It is also of interest to note that three of the items ("importance," "people," and "things help") which did not differentiate high and low work involvement did differentiate the experimental and control groups in terms of Actual-Ideal discrepancy for the Work situation. This possibly suggests that the experimental group, as a whole, was consistently low (for "importance" and "people help") or consistently high ("things help") that level of work involvement ceased to be a differentiating variable.

The items, other than "being with people" and "activity," that could differentiate between the high and low work-involvement groups in the Work setting, were the expectancy items. The high work-involved Ss "knew what was expected" of them and felt they "had the ability to do" what was expected of them more than the low work-involved Ss. Furthermore, in the Work setting, high work-involved Ss actually "do what is expected" of them more than the low work-involved Ss.

These findings strongly suggest that, for this sample of ex-psychiatric patients, there is considerable need for structure and direction for the group as a whole, but even more importantly, for the low work-involved individuals. Furthermore, there appears to be a paradox here. There are all kinds of indications that point to the experimental group's reliance on external guidance, but there are also many indications that they fall far short of receiving help from people. Indeed, they seem to turn to impersonal structure for guidance far more than the control group. The high work-involved Ss seem to satisfy some of their affiliative needs since they are with people more than the rest of the sample.

### SUMMARY

1. A summary of this section of the results is presented in Figure 3. A number of characteristics are evidenced in this diagram. First, there are considerably more items found to be significant for the Actual test conditions than for the Ideal test conditions. This finding denotes that regardless of how many hours one usually works, it does not substantially alter his Ideal perceptions.

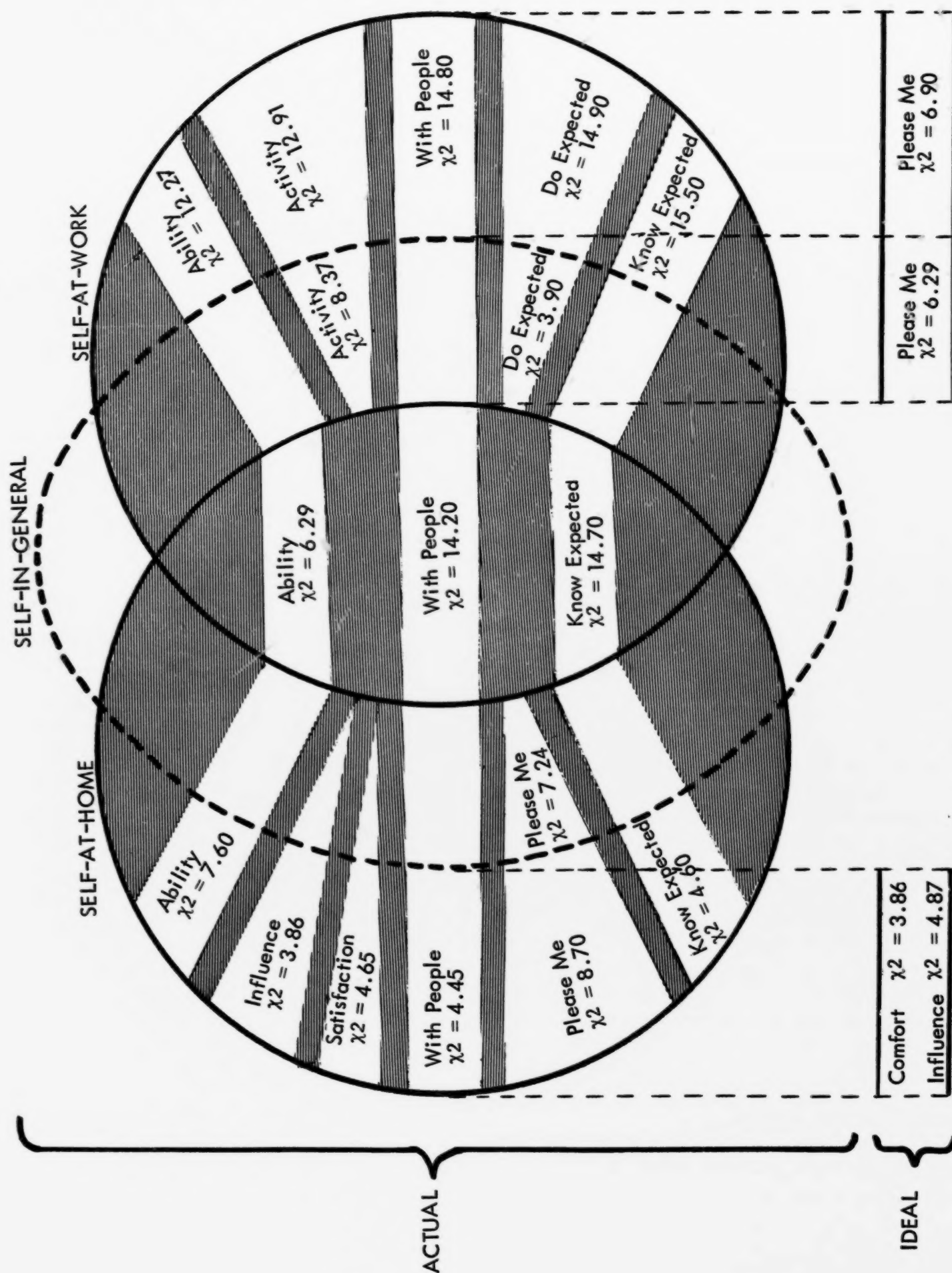


Figure 3.

The relationship of the three situations in regard to the items differentiating high versus low work involvement. Each item was in the direction of more high work-involved Ss obtaining higher scores than low work-involved Ss. None of the items was significant for Self-in-General without also being significant for one or both of the specific situations.

However, number of hours usually worked has a very significant impact on one's Actual self-perceptions. This finding implies that the Ideals are not much different between the two groups, but that there is some difference in their differential ability to realize Ideal goals.

2. A second noteworthy fact is that none of the items were significant for only the Self-in-General. Any item that was significant for Self-in-General was also significant for either the Home or Work situation. This suggests that the items tended to be situation-specific.
3. A third characteristic to note is that the items which were found to significantly differentiate the high and low work-involved Ss for the Work situation consistently yielded the highest chi-squares. This finding provides a kind of "face validity" that the level of work involvement is far more relevant for the Work situation than for the Home situation or for Self-in-General. It may also be observed that the items which were found to significantly differentiate the two levels of work involvement in the Home situation consistently yielded the lowest chi-squares.
4. A fourth characteristic to note is that when the items overlap between Self-in-General and one of the specific situations they are consistently less significant as a general self-perception than when the self-perception has a specific referent. It would appear that level of work involvement is more situation-specific even if it is the Home situation!
5. A fifth characteristic to note is the items found to be significant in the Work setting. It will be recalled that the ex-psychiatric patients did not perceive themselves doing what they would Actually like to be doing. Even though they are not fulfilling their aspirations, as a group, there is a definite segment of this sample that is realizing its aspirations. This group is the high work-involved Ss. They would appear to be the individuals who most closely match the control group. It is interesting to note that they were high in all three of the expectancy items indicating they know, have the ability, and do what is expected of them. In contrast, the low work-involved Ss do not know, do not have the ability, and are incapable of doing what is expected of them. It is a small wonder that they are unable to approach any aspirations or idealize any aspirations at all. It is also easy to understand why they do not perceive themselves as "active" or "being with people."
6. A sixth characteristic to note is the fact that all three of the "expectancy" items demonstrated significant differences, while very few, if any, differences were found for either the "self-directed" or "evaluative" items.
7. A seventh and final observation is that this study has demonstrated that many factors contribute significantly to singling out the low work-involved Ss. Such factors are: demographic patterns, various types of self-referent items, situational contexts and test conditions. Thus, accounting for experimental variance is no simple matter in a study such as presented here.



## CHAPTER V

### RESULTS AND DISCUSSION OF HOUSEWORK VERSUS EMPLOYMENT PREFERENCES FOR FEMALE EX-MENTAL PATIENTS

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In addition to the fourteen scaled items discussed in the preceding sections two other questions were included on the mailed questionnaires which required the respondents to indicate the value they placed on taking care of the home and upon working. Specifically, these questions were stated as follows: (1) "If, by some chance, you inherited all the money you wanted, would you work anyway?" and (2) "If, by some chance, you inherited all the money you wanted, would you take care of your house anyway?" The first of these questions was taken from an earlier study by Morse and Weiss (1955) and was intended to determine the basic psychological value of work for the individual apart from any economic considerations. The second question, which merely consisted of a rewording of the first item as applied to the home situation, was included to assess the psychological value of housekeeping chores and responsibilities.

The analysis related positive and negative responses on these two items to four demographic characteristics used throughout this study; namely, education, age, marital status, and employment status (employment versus unemployment, and part-time versus full-time). Chi-square tests were performed on these demographic groups in order to determine the significant variables.

It is evident that of the two items to be discussed, the one dealing with care of the home is pertinent only, or at least primarily, for women. On the other hand, one might expect that the item dealing with desire to work might be relevant for men as well, and that there might be significant variation in the degree to which different demographic groups of males respond to this question. As it turns out, though, the overwhelmingly great cultural value placed on work for men precludes any significant differences among demographic categories on the work item discussed in this chapter. For this reason, then, the following discussion will deal only with the responses given to these two items by the female respondents.



### Take Care of Home

The first, and probably one of the most significant findings, was that 136 out of 168 women, or 81 per cent of all female respondents in the experimental group, indicated that they would continue to take care of their homes even if financial conditions allowed for other arrangements (see Table 16). A comparison of this figure with the control group, where 55 women out of 63, or 87 per cent of the female control respondents, expressed a similar attitude, suggests that this finding for the group of ex-mental patients is probably not a great exaggeration of the attitude of women in general. These figures then, point strongly to the part played by cultural values and expectations in determining a woman's conception of her role as a homemaker.

Table 16  
Positive and Negative Responses to Taking Care of the Home,  
According to Education

| Response<br>Choice | Education |        |     |         | Total |        |
|--------------------|-----------|--------|-----|---------|-------|--------|
|                    | 0-12      |        | 13+ |         | No.   | %      |
|                    | No.       | %      | No. | %       |       |        |
| Yes                | 118       | 86.8%  | 18  | 56.25%  | 136   | 81.0%  |
| No                 | 18        | 13.2%  | 14  | 43.75%  | 32    | 19.0%  |
| Total              | 136       | 100.0% | 32  | 100.00% | 168   | 100.0% |

Education. Since the percentage of women who would continue to take care of their homes even after achieving financial independence is so overwhelmingly large, it is not surprising that only two demographic variables differentiate the women of this sample significantly on this item. Of these two variables, by far the most important is that of education, the data for which are summarized in Table 16. For the female sample as a whole, dichotomized into groups of more highly educated (grade 13 and above) and less highly educated (grade 12 and below),<sup>5</sup> the obtained chi-square was very highly significant ( $p < .001$ ,  $df = 1$ ). This significance is vividly illustrated by the fact that while women with at least one year of college constituted only 19 per cent of the entire sample of women,

<sup>5</sup> Further breakdown, such as into grade school, high school, and college groups, or into smaller categories was impossible because of insufficient cases in the lower educational groups.

this small group accounted for 44 per cent of all those who indicated that they would choose not to take care of their homes. The over-all result, then, would appear to underline the view expressed by Betty Friedan (1963) and others that education must be considered the primary means of overcoming the stereotyped role of the American housewife.

From the standpoint of mental health (since the study deals with ex-mental patients), at least two seemingly contradictory interpretations of the above finding are possible. One interpretation might be that higher education represents a means of escape from the anxiety and dissatisfaction inherent in the modern homemaker's role, while the alternative possibility is that education itself constitutes a source of conflict, which is discussed below. In actuality, however, these two explanations are not completely incompatible, but rather merely represent the difference between long- and short-range views of the implications of higher education for women, which are clearly dependent upon the acceptance of women in new roles outside of the home. At the present time, of course, there is considerable evidence for a variety of conflicting expectations with regard to the proper role for women and also for an understandable conflict for many women between personal and long-standing cultural values. A recent magazine article, for example, expressed the opinion that "after more than twenty years of trying to believe (as they had been firmly told) that feminine fulfillment could only be found within the home, large numbers of American women have begun to admit their deep need to reach farther out into the world, and to act on this need (Paton, 1966, p. 42)." It is also evident, of course, that the inability to act upon this deep need is inevitably a source of frustration and dissatisfaction. Along these lines, Betty Friedan found that among the women she studied, "education was dangerous and frustrating — but only when women did not use it (p. 345)."

It is interesting to note that in the present study evidence for both above interpretations was found, that is, education as both a source and solution to frustration and dissatisfaction, but that the two different patterns were found to be predominant in different groups. In testing for differences between Actual and Ideal self-ratings on the "influence" item a significant F value ( $p < .05$ ;  $df = 1/372$ ) was found between the Actual-Ideal discrepancies<sup>6</sup> for the two different educational groups, a difference which held across all three marital status groups. For the married-widowed group, however, the Actual-Ideal discrepancies were greater for the higher educational group, while for the single, separated-divorced group the discrepancy was greater for those with a lower education. The interpretation that is suggested, then, is that the primary source of frustration for the more highly educated, married-widowed group is the greater recognition of the restrictions and limitations on the feminine role, a recognition that inevitably accompanies a heightened level of aspiration. For the group of single, separated-divorced women, on the other hand, the principal source of frustration for the lower educational group would appear to be the insecurity associated with the emphasis upon the more masculine and competitive role without a firm grounding in, and indeed, at the expense of the more traditional housewife role, an insecurity that apparently does not trouble the more highly educated and thus more independent women.

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<sup>6</sup>This comparison was for the Self-in-General and Home situations only.

Age. The other variable that shows limited significance for the item dealing with care of the home is that of age, the data for which are summarized in Table 17. When the group of less highly educated married-widowed females (N=81) was dichotomized according to age (i.e., ages 20-40, and over 40), a significant chi-square ( $p < .05$ ,  $df=1$ ) was found, indicating that of the less highly educated Ss, the younger female respondents showed a greater tendency to want to give up care of the home than did the older women. In this group, then, youth would appear to be associated with a greater conflict between personal and cultural values, while the more elderly show a greater tendency to be satisfied, at least outwardly, with the cultural value placed upon the role of homemaker. That this latter satisfaction is by no means complete or pervasive, however, is indicated by certain evidence that will be discussed later.

Table 17

Positive and Negative Responses to Taking Care of the Home for Less Highly Educated Married and Widowed Women, According to Age

| Response<br>Choice | Age      |          |          |          | Total |
|--------------------|----------|----------|----------|----------|-------|
|                    | 20-40    |          | 40+      |          |       |
|                    | observed | expected | observed | expected |       |
| Yes                | 36       | (39.19)  | 33       | (29.81)  | 69    |
| No                 | 10       | ( 6.81)  | 2        | ( 5.19)  | 12    |
| Total              | 46       |          | 35       |          | 81    |

#### Continue to Work

With regard to the work item, the number of positive responses is less overwhelming, and quite understandably so. In this instance, 111 women, or 66.1 per cent of the total sampled, replied that they would continue to work. This finding is supported by the fact that 30 women in the control group, or 71 per cent of the total sampled, also replied that they would continue to work. In interpreting this finding, it is somewhat difficult to distinguish between the expression of personal and cultural values since at least three conflicting factors can be seen operating here; namely, (1) a general cultural value placed on work, (2) a contrasting subcultural emphasis on woman's place in the home, and (3) the personal belief either that work is the means to an end of self-fulfillment or an end in itself, or that work is important only for monetary reasons.

Education. Education proves to be a significant variable for the work item in the same way as it did for the home item, though at a lower level of significance ( $p < .05$ ,  $df = 1$ ). However, contrary to the home item, on which the pattern of responses of the more highly educated group ran contrary to the overwhelming trend for the population as a whole, the trend for these same highly educated women on



the work item actually represents a magnification of the tendency found in the general population. In other words, there is a significantly greater tendency for more highly educated women to continue working than for less highly educated women to do so, even though nearly two-thirds of all women sampled expressed a desire to continue working. The data for this trend are summarized in Table 18.

Table 18  
Positive and Negative Responses to Employment, According to Education

| Response<br>Choice | Education |          |          |          | Total |
|--------------------|-----------|----------|----------|----------|-------|
|                    | 0-12      |          | 13+      |          |       |
|                    | observed  | expected | observed | expected |       |
| Yes                | 85        | (89.86)  | 26       | (21.14)  | 111   |
| No                 | 51        | (46.14)  | 6        | (10.86)  | 57    |
| Total              | 136       |          | 32       |          | 168   |

In order to evaluate these findings properly, consideration must necessarily be given to both the extrinsic and intrinsic effects of higher education upon the meaning of work. On the face of things, the results for the group of more highly educated women can be readily explained in terms of the higher occupational prestige, greater material benefits, and more interesting and satisfying jobs that are available for women with higher education; but it is nevertheless likely that these extrinsic factors are not the only ones operating. Such intrinsic considerations as a greater need for self-expression and self-fulfillment, a desire for increased independence and responsibility, and a "desire to be part of the whole adult world, not isolated in loneliness at home, with a dying mind (Paton, 1966, p. 44)" also undoubtedly affect the choice of the more highly educated women to continue to work.

The implications of this development for the incidence of mental disturbance, of course, will depend upon the degree to which the role of women in the world of work is encouraged or discouraged. One fact that is evident is that as long as the stereotyped concepts of the "little woman" and the "happy housewife" continue to characterize American women, at least one of the effects of greater educational opportunities for women will be to bring heightened personal values into direct conflict with traditional role expectations, with the result being increased dissatisfaction and emotional conflict.

Age. Another variable that proved to be significant for the work item as well as for the home question is that of age, the data for which are summarized in Table 19. However, in the case of this dichotomy the relationship of responses to the work item to those for the home item is not complementary, as it was for education, but rather is supplementary. In other words, while the more highly



educated women show both a greater tendency to give up care of the home and a greater tendency to want to work instead, the younger married women show a greater desire to give up caring for the home and a preference for giving up work as well ( $p < .05$ ,  $df = 1$ ,  $N = 94$ ). It would be illusory, however, to conclude from these findings that there are a great number of young married women who are averse to both housework and paid employment. As it turns out, in fact, only seven out of the 47 married women in the experimental group gave negative responses to both items, even though this small group is of some interest and will be dealt with in more detail later.

Table 19  
Positive and Negative Responses to Employment for Married and Widowed  
Women, According to Age

| Response<br>Choice | Age      |          |          |          | Total |
|--------------------|----------|----------|----------|----------|-------|
|                    | 20-40    |          | 40+      |          |       |
|                    | observed | expected | observed | expected |       |
| Yes                | 27       | (20.86)  | 30       | (16.14)  | 37    |
| No                 | 26       | (32.14)  | 11       | (24.86)  | 57    |
| Total              | 53       |          | 41       |          | 94    |

**Employment Status.** Another finding that sheds light upon the determinants of the respondents' answers to the work item is that when the group of less highly educated women, exclusive of single respondents, was dichotomized according to employment status (either employment versus unemployment, part-time employment versus unemployment, or part-time employment versus full-time employment versus unemployment), the result in all three cases was a significant difference in the desire to work ( $p < .05$ ,  $df = 1$ ;  $p < .02$ ,  $df = 1$ ; and  $p < .12$ ,  $df = 2$ , respectively). Within this group the part-time employee showed a greater preference for giving up work, the unemployed showed a greater tendency to want to work, and the full-time employees indicated choices that varied with their marital status, as noted below. These findings are summarized in Table 20.

The first conclusion that may be drawn from these findings is that, for the unemployed respondents at least, the answers to this item represent more of a fanciful longing based upon an insufficient conception of what employment actually involves than they do a positive response to a situation actually experienced. Such an interpretation is consistent with the experiences of many vocational counselors who find that young mothers planning to return to work usually "come to classes with stars in their eyes. Then they discover the harsh realities of the working-day world . . . , and they are jolted into depression, (Anne Cronin, quoted in Paton, 1966, p. 44)." Furthermore, since the part-time workers indicate a more consistent

Table 20  
Positive and Negative Responses to Employment for Married, Separated and  
Divorced Women with Less Than a College Education, According to  
Present Employment Status

| Response<br>Choice | Part-time |      | Employed<br>Full-time |        | Total |        | Unemployed |        | Grand<br>Total |        |
|--------------------|-----------|------|-----------------------|--------|-------|--------|------------|--------|----------------|--------|
|                    | No.       | %    | No.                   | %      | No.   | %      | No.        | %      | No.            | %      |
| Yes                | 6         | 30%  | 17                    | 58.6%  | 23    | 46.9%  | 41         | 67.1%  | 47             | 42.3%  |
| No                 | 14        | 70%  | 12                    | 41.4%  | 26    | 53.1%  | 21         | 33.9%  | 64             | 57.7%  |
| Total              | 20        | 100% | 29                    | 100.0% | 49    | 100.0% | 62         | 100.0% | 111            | 100.0% |

desire to give up working than do the full-time employees, and since (holding full-time employment and lower educational level constant) married women are more likely to give up working than are separated-divorced women, it seems plausible to conclude that both part-time work in general and full-time employment for married women involve primarily monetary motivations rather than career considerations or direct sources of self-expression and satisfaction, which may be important factors for separated-divorced women. This latter conclusion is consistent with the observations of Gurin, Veroff, and Feld (1960) mentioned earlier, i.e., that these "atypical roles in society (i.e., the roles of the unmarried woman) are not associated with clear requirements for behavior. In the case of married people, society has defined more clearly the ramifications of the demands attached to a position occupied by a majority of its adults, (p. 231)." One other finding from the present study that supports this interpretation, moreover, is that for less highly educated women there is a significant difference ( $p < .02$ ,  $df = 2$ ,  $N = 130$ ) among single, separated-divorced, and married women with regard to the desire to work. Single women show the greatest desire to continue working (78.9 per cent), the separated-divorced women show a slightly less marked tendency to do so (69.4 per cent), and the married females show almost as great a desire to stop working as they do to continue (52 per cent). These findings are summarized in Table 21.

Table 21  
Positive and Negative Responses to Employment for Less Highly Educated Women,  
According to Present Marital Status

| Response<br>Choice | Marital Status |          |                      |          |                   |          | Total |
|--------------------|----------------|----------|----------------------|----------|-------------------|----------|-------|
|                    | Single         |          | Separated & Divorced |          | Married & Widowed |          |       |
|                    | observed       | expected | observed             | expected | observed          | expected |       |
| Yes                | 15             | (11.55)  | 25                   | (21.88)  | 39                | (45.58)  | 79    |
| No                 | 4              | ( 7.45)  | 11                   | (14.12)  | 36                | (29.42)  | 51    |
| Total              | 19             |          | 36                   |          | 75                |          | 130   |

## Home and Work Combinations

Eighty-eight women out of 168, or 52 per cent of the female experimental sample, indicated that they would take care of the house and work, whereas only 11 women, or 6.5 per cent, responded that they would neither take care of the home nor work. Similar results from the control group indicated that 33 women out of 63, or 52.5 per cent, would do both, while only 3, or 4.8 per cent, would give up both.

Although it has been pointed out that only 11 women out of 168 sampled would give up both home and work, and that only seven of these women fall into the young, married category, the fact remains that the two significant differences found between the younger and older married women (i.e., on both the work and home items) suggests that we are dealing with two groups with widely divergent problems. The greater tendency for the younger married women, as a group, to reject both housework and gainful employment if given adequate finances suggests that many of these younger respondents are reacting against a situation which, at least to their minds, places undesirable constraints and responsibilities upon them. Whether their dissatisfaction stems from being required to fill both roles concurrently, or from having experienced both roles at one time or another in the past, the conspicuous attitude seems to be a desire to be free of responsibility and of the routine work involved in both housekeeping and outside employment.

For the older married-widowed women, on the other hand, the overwhelming tendency to look with favor on both the role of housekeeper and that of worker suggests a contrasting need "to be of some use to the world (Paton, 1966, p. 44)," a desire to escape the feelings of boredom and worthlessness that they are experiencing. That the apparent contentment of these older women does, in fact, hide an underlying feeling of dissatisfaction is suggested by the finding that the group of older, unemployed women showed a significant difference ( $p < .05$ ,  $df = 1$ ) between Actual and Ideal self-ratings (across items), while the younger, unemployed women did not show this difference. It is quite understandable, of course, that this feeling of uselessness should be especially prevalent among mothers whose children are in school or are no longer living at home. For the modern middle class woman this restlessness and need to fill a purposeful function often finds an outlet in community service and volunteer work. Such a role, however, is oftentimes less acceptable and less rewarding than actual gainful employment; and thus such service roles often are marked by the same insecurity and apprehension as the career role.

It is also interesting to note here that, although the difference failed to reach the desired level of significance, of the group of respondents over 40 years of age, all eight (100 per cent) of those with a higher education indicated that they would continue to work, while a less impressive 68 per cent, or 41 out of those 60 respondents with a lower education gave the same response.

Double Negative Respondents. The seven young, less highly educated married women who responded negatively to both the home and work items constitute a very interesting and sufficiently homogeneous group to warrant further examination.



This group of seven women constitutes a majority of all women giving double negative responses and, in fact, is larger than the number of double negative respondents from all other demographic categories combined (i.e., those older, with a higher education, and single or separated-divorced). The findings that suggest that this group is more significant than its number would indicate are (1) that all seven live in upper middle class or upper class census tracts; (2) all have at least a high school education; while none (except possibly for one whose educational status is in doubt) have gone beyond the 12th grade; (3) all except two of these women have either two or three children; (4) only two are employed, and of these two, one is classifiable as a clerical worker and the other as an operative; and most important of all, (5) the group as a whole gave very significant responses to the question on "influence." On this item this group of seven women showed the highest mean Ideal score for all three situations — Self-in-General, self at Home, and self at Work — of all four groups representing the four different combinations of responses to the Home and Work items. The mean score on this item for the Actual self at Home for these women is also the highest of the four groups, while their mean score for the Actual Self-in-General is only a few hundredths of a point from being the lowest score of the four. Perhaps more important, though, is the fact that the discrepancies between the Actual and Ideal scores on the "influence" item for these women in the General and Work situations are far and away the largest for the four groups, while the discrepancy in the Home situation for these seven women is the smallest of the four.

To attempt a brief explanation of these findings without going into great detail, it appears that we are dealing here with a group of comparatively ambitious women (i.e., high Ideal scores) who see themselves as lacking "influence" in general. Furthermore, despite the relatively high ambition shown by these women, it is apparent that they would prefer not to work. The only logical explanation for this observation is that, in view of their very large Actual-Ideal discrepancy in the Work situation and their educational and present occupational status, it is probably the case that these women do not feel that their skills are specialized enough or that the opportunities are available for them to find positions that would be sufficiently fulfilling or that would provide adequate self-expression and self-esteem. Thus, one might assume that, lacking adequate skills and experience, they feel poorly equipped to deal adaptively with events outside of the home, where alone they feel influential. Such feelings of inadequacy, coupled with the rather high level of ambition exhibited by these respondents, could very likely represent the source of psychopathology for these ex-patients and also have a definite effect upon their post-hospital experience.

## SUMMARY AND CONCLUSIONS

The principal conclusions to be drawn from this discussion are that:

1. Higher education tends to alter the traditional aspirations and values of women, especially with regard to their desire to work and/or take care of the home.
2. Women of different ages tend to display distinctive concerns and frustrations as a result of changes in both situational factors and prevailing cultural norms over time.

3. Present employment and/or marital status play a less significant interactive role in determining values and expectations with regard to home and work. It is recognized, of course, that these findings in themselves are by no means new or revolutionary, and that, indeed, the normative problems of the "functionless" female and of the highly educated young woman seeking a professional career are currently receiving well-deserved attention on both the practical and theoretical levels.
4. The phenomenon of continual change in the role of women and the subsequent conflict between traditional expectations and heightened personal aspirations, however, also have extremely significant implications for questions of mental health and childhood development. By examining a limited number of the relevant values and self-conceptions of a sample of female ex-mental patients, this chapter has attempted to reveal certain inherent sources of frustration and dissatisfaction in the precarious situation of the contemporary female and to discuss some of the causes and consequences of this frustration in our respondents. Since it is assumed, in line with such neo-Freudians as Karen Horney (1937) that "the person who is likely to become neurotic is one who has experienced the culturally determined difficulties in an accentuated form (p. 290)," the demonstrated relevance of commonly mentioned cultural contradictions and limitations on the feminine role to the experiences of our sample of ex-mental patients would suggest that these "culturally determined difficulties" definitely do have psychopathological consequences. Such a concrete demonstration of commonly expressed theoretical assumptions is, we feel, of some value.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS

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This project has covered a lot of ground, from the conception of work to the understanding of psychiatric patients in work adjustment, to a more basic differentiation of levels of work involvement. There have been many insights and findings contributing to the further understanding of vocational rehabilitation. However, as our insights increase we face a growing awareness in this study of the need of a loom to weave all of the findings into a useful fabric. This fabric will, perhaps, provide pathways for the implication of these findings for both counseling procedures and further research.

#### Restatement of the Problem

A means by which we may proceed to deal with the implications of this research would perhaps be through a concrete understanding of the findings of this project. One might say that we are putting a wet finger to the conceptual winds arising from this study to feel the major currents and direction for vocational rehabilitation. Let us begin by attempting to clarify the basic issue that provides the impetus for this study. The issue, succinctly stated, is whether unemployment is a function of the individual lacking marketable technical skills when employment is available, or of the individual lacking personal and social skills, which leads to avoidant behavior. Also, it should be stressed that this study does not provide a critical test of the viability of technical skills versus personal and social skills as being the obstacle leading to unemployment. Rather, this study examines a group of post-hospital psychiatric patients to determine, at a heuristic level, the assumption that psychological disability leads to a significant proportion of unemployment, or as we refer to it here, low work involvement. Future studies may wish to control for this problem by holding constant the marketable skills, say, by administering the General Aptitude Test Battery. This would



provide a baseline whereby one may examine the variance in unemployment, attributable to personal-social factors, while skill is held constant. Nonetheless, there are sufficient data adduced from the present project to suggest guidelines for the development of counseling techniques and further research projects. One such project (VRA Grant No. RD-2380-P-67 and No. RD-2380-P-68-C1) is currently under way to experimentally examine the "Psycho-Social Correlates of Work Inhibition."

The Training Approach. It might be noteworthy to refer to comments made by Seymour L. Wolfbein (1964). He discusses the current employment and unemployment trends and makes the point that during a recent recovery period in 1962, following a general economic downturn in this country, advances in total employment in May of that year had increased about 1,500,000 over May of the previous year. Nevertheless, unemployment was not showing a corresponding decline. Particularly disappointing was the trend among the long term jobless. Persons unemployed continuously for 15 weeks or longer stayed well above the one million mark; persons without a job for 26 weeks or longer continued to hover about the three quarters of a million range.

The author asked, "Why were these people still unemployed?" He answers, "Obviously, our economic growth was not strong enough to absorb additional persons into gainful employment . . . the common denominator which ties the jobless together is their lack of skill (p. 170)."

The above position holds to the idea that the lack of skill, or a cognitive deficit, is the primary determinant for unemployment. This is a frequently held position. This assumption has led to many rehabilitation programs which are oriented primarily toward the development of technical skills either through "on the job training" or through specially designed work shops or shelter work shops under supervision by vocational rehabilitation workers. Although statistics are sparse on the placement of people who have been primarily trained in the development of skills, there has been some indication that there are very few successes when only the technical skills are considered. The point we wish to make here is that technical skills are important, but regardless of the level of technical competence, an individual who generally feels a low self-worth and self-esteem is still going to feel that way on the job or in seeking employment. Therefore, he will reflect a low work involvement, not as a function of technical skills, but as a function of personal or social handicaps.

The Personal and Interpersonal Approach. William Gellman (1964) states that the "problems of economic survival and maintenance confront individuals who are vocationally disadvantaged by personal or social handicaps (p. 510)." This position endorses the other side of the issue, viz, that personal and social skills are most significant.

Wilensky (1964) discusses long term unemployment on the basis that it appears to be becoming more acute. He points out the fact that these individuals are not only lacking in skill but appear to have personal and social difficulties. For example,

. . . unemployment is concentrated among the low status service workers and unskilled and semi-skilled manual workers in the construction, manufacturing and trade (p. 132).

Wilensky characterizes the individual who is cut out of the labor market. This description is based on the evaluation of 105 interviews. He states that,

. . . these men, like the underdogs of other studies, are extremely isolated. Half can name no close friends; half never visit neighbors; organizational memberships are rare, organizational activity negligible, all in contrast to social life among our samples of employed men.

Our data, together with studies using a great variety of samples and techniques, are consistent with this picture. In rich countries of the modern era, work, whether it is becoming more or less central as a source of personal identity and social solidarity, still remains a necessary condition for drawing the individual into the main stream of social life; wherever work ties are severed, there is a decline in community participation and a related sense of isolation (p. 134).

A study by Magleby, McPhee, and Thackeray (1963), on the "Vocational and social adjustments of rehabilitants with mental disabilities," further suggests the idea that personal and social difficulties impede employment possibilities and even interfere with rehabilitation services. These authors ask the question,

Do clients of state rehabilitation agencies who have mental difficulties adjust as well vocationally and socially after the successful completion of the rehabilitation services as clients with non-mental disabilities? (p. 117)

They found that during a period from 3 to 10 years after the successful completion of rehabilitation services a significantly larger percentage of rehabilitants with mental disabilities made less satisfactory vocational and social adjustment than rehabilitants with non-mental disabilities. This finding led to the recommendation that "during the rehabilitation process, consideration be given to provide adequate social, psychological, or psychiatric services for many of these clients (p. 122)." This finding strongly emphasizes the need to complement technical skill training with social and personal skill training. Neither, by itself, is sufficient for successful vocational rehabilitation. It is held by this study of unemployment that the improvement of social or personal skills by themselves will not lead to employment, but may provide a meaningful context for the development of technical skills which can be made usable.

The inseparability of work involvement and general adjustment has been the subject of serious study for some time. In fact, the occupational therapy found in many mental hospitals has taken this fact into consideration for many years. However, the prescription of such treatment is closely allied to the nature of the psychiatric symptoms. The rehabilitation agencies, on the other hand, have employed much skill training with only minimal attention to depth counseling

and psychological treatment. Thus, the inseparability of work involvement and general psychological adjustment have never been examined with equal status in terms of the effect one has on the other. Instead, one has generally been found to be the by-product of the other. Hopefully, studies, as presented here, will lead to more dovetailing in the attempt to develop technical and personal-social skills simultaneously, rather than having one the figure and the other the ground.

### Sample Representation

There were essentially two problems posed in the introduction. The first was concerned with identifying and describing a sample of ex-patients and their employment status. The second was to collect data on the general problem of work involvement of psychiatric patients.

We would like to discuss the implication of the first concern regarding the identification and description of ex-psychiatric patients in terms of their employment status. Under this objective, there were two sub-goals. One was how many Ss would respond to the type of instrument used in this study. The second was how representative are the respondents of the parent population?

Over-all, the response to the questionnaire was considered poor. Less than one-third of the respondents who received the questionnaires returned them. This figure was as large as it was simply because of repeated mailings. Without the repeated mailings we would have had to deal with only 10 per cent of the total sample. The approximately 30 per cent of the sample that responded by completing the questionnaire does not provide an accurate representation of the parent population from which the Ss were drawn.

Sex. There were obvious biases in the respondents. For example, it was found that fewer unemployed males responded in the sample. However, with repeated mailings, the number of unemployed males approached the proportion found in the parent population. The unemployed females showed the same proportion in the sample as in the parent population.

Of the employed group, the employed males were representative of the parent population while the employed females were significantly and disproportionately more strongly represented in the sample than in the parent population. These data indicate a bias in voluntary completion of the questionnaire in the direction of more employed females responding. The subsequent comments regarding the unemployed should be tempered by the fact that the unemployed male was significantly less represented than the unemployed female. In contrast, the employed female was significantly more represented than the employed male. The direction of this bias would suggest that high work-involved Ss would predominantly reflect a disproportionate number of females, while the low work-involved group would reflect a disproportionately low number of unemployed males. This bias means that when discussing the high work-involved Ss, one should remember that there is a disproportionately large number of employed females in this group. And, while discussing low work involvement, it should be remembered that there is a disproportionately small number of unemployed males in this group. It should also be remembered that these groups are disproportionate only in the



sense that they do not accurately represent the parent population of ex-psychiatric patients at only one psychiatric facility.

Marital Status. In regard to marital status, it was found that the married-widowed classification of Ss responded more in both the employed and unemployed groups than would be expected from the proportion in the parent population. Furthermore, the separated-divorced group responded more only in the unemployed group than would be predicted on the basis of the proportion in the parent population. One may conclude here that regardless of level of work involvement, married people are more apt to respond to a mailed questionnaire, such as used in this study, than the other marital groups except for the separated-divorced group if they are unemployed.

Age. In the age groups it was found that the 20-29 year olds, if employed, responded less than would be predicted from their proportion in the parent population, while the age 40-49 responded more in the employed group than would be predicted from the proportion found in the parent population. One would conclude that the older folks were more likely to want to assist in research endeavors, whereas the younger people felt less responsive to this request. Interestingly enough, for the unemployed group, the age groups were represented in the sample in the same proportions as they were represented in the parent population.

To summarize, it appears that the female, married-widowed, 40-49 year old employed groups were more apt to respond to the questionnaire than would be expected from the proportion found in the parent population. Only if one were 20-29 and employed would one be apt to respond less than expected.

Of the unemployed group one would be apt to respond more if in the married-widowed or in the separated-divorced group. If one were an unemployed male, the probability is that one would be less apt to respond than would be expected from the proportion in the parent population.

### Work Involvement of Ex-Psychiatric Patients

The second major purpose of this study is to examine the general problem of work involvement of the ex-psychiatric patients. The discussion above primarily has to do with the representativeness and proportionality of demographic characteristics. However, demographic data have little, if any, direct implication for treating the underlying psychological problems experienced by the individual. In contrast, self-referent information such as self-perceptions and the understanding of self-concept data does lend itself to more depth analysis of personality difficulties experienced by the low work-involved client.

It was noted in a previous section that psychiatric patients show greater Actual-Ideal discrepancy in the Work situation than the control medical patients. The effort to control for the Actual-Ideal analysis was maximized in terms of holding constant demographic characteristics. However, the reader should be cautioned that both the experimental and control groups represent largely indigent Ss and may not be a characteristic of other psychiatric hospitals or indigent groups, since other socio-economic groups were not controlled in this analysis. Nevertheless,

there are clear indications that post-hospital psychiatric patients in this sample reveal considerably more disturbance regarding the Work situation than do non-psychiatric patients. It is also of interest to note the fact that they did not show this kind of discrepancy for the Home situation or for themselves in general. It is of significance to note that two of the major items contributing to the Actual-Ideal discrepancy for the psychiatric group had to do with the fact that they do not consider themselves as "important" as they would like to be, nor did they find that "people help them do well" as much as they would like them to. Furthermore, the psychiatric group found that impersonal objects are more helpful than persons. Thus, they tend to seek help of an impersonal nature more than of a personal nature. These factors largely contributed to the differences between the psychiatric and medical patients in the direction that psychiatric patients feel a low self-esteem and could not rely on people for direction and therefore turned to more impersonal things in the Work situation. In contrast, medical patients feel themselves much more "important" in the Work setting, rely more on people for structure and direction, and show considerably less reliance on impersonal things. The psychiatric population was not found to show differentiation of any of the above items on the basis of level of work involvement. This means that even though an individual is very much involved in his work, his experience as a psychiatric patient still leaves him with a feeling of low self-esteem or a feeling of less "importance" than he Ideally would like to feel, as compared to a medical patient. Furthermore, regardless of level of work involvement, the psychiatric patient does not feel that "people help him do well" even when he is highly motivated and active in work experience. Instead, he continues to feel that "things help him do well" more than do people. Thus, level of work involvement does not affect the reliance on impersonal objects for direction and a turning away from people for direction, in the psychiatric sample.

There is one additional item that differentiated the psychiatric and the medical patients which had to do with "being with people." Psychiatric patients were not "with people" as much as they would Ideally like to be, while medical patients felt that they were "with people" as much as they would like to be in regard to the Work setting. This item does relate to level of work involvement. The implication is that being "with people" is a function of being involved in work. As we noted above, work experience is a social experience, and the avoidance of one is likely to lead to the avoidance of the other. That is, if the social experience and need for isolation is strong, this then will lead to further movement away from a Work setting. One can see how a vicious cycle can be developed here by the individual's avoidance of a social environment; therefore, he does not show work involvement, and the lack of work involvement prolongs his social isolation to the extent that social skills are not fostered and the individual shows considerable deficiency in his personal and social development and therefore becomes inept at job seeking.

It has become apparent from this study that the Work setting is defined by high work-involved individuals as being "with people," i.e., as a kind of a socialization process. From the results, we found that high work involvement represents a high activity level, possibly denoting the greater level of motivation characterizing the work-involved individual. The other items that denoted significance for the high work-involved were the three expectancy items, indicating that they "knew what was expected" of them, they felt they had the "ability to do what was expected" of them, and then actually went out and did it. Thus, low work-involved individuals not only avoid the socialization experience, but through



prolonged isolation show motivational deficiencies as well as the ability to respond appropriately to social expectancies such as the three discussed here: knowing, having the ability, and doing what is expected of one. Interestingly enough, the one item that actually differentiated the two specific situations of Home and Work had to do with the high work-involved individuals "doing what is expected" of them. In other words, whether at Home or Work, individuals who are high work-involved "know what is expected" and have the "ability to do what is expected," but they only "do what is expected" in the Work situation. In a very real sense the differentiation on this item with the high work-involved Ss "doing what is expected" of them in the Work situation, may reflect the high drive or motivation of these individuals to respond to environmental demands, which supports the other item found in the Work situation but not in the Home situation, which was the activity item. In other words, one of the basic distinguishing characteristics of the high work-involved individual is his ability to show some drive by getting out and doing the very thing which society expects him to do in a responsible and reliable manner, which is simply to work. The low work-involved individuals do not have this drive or ability to do what is expected of them in a Work situation or in the Home situation. Consequently, they also show an absence of any satisfaction, influence, or ability to do what pleases them in the Home situation, as compared to the high work involved persons.

A major significance drawn from these findings is that the interpersonal skills of low work-involved individuals are greatly in need of attention. Such social skills appear to be along such basic lines as enabling the individual to cognitively grasp the cultural and social values put upon work as well as the development of personal competence and security through gainful employment. It was noted throughout Chapter IV that many of the high work-involved Ss differentiating on the items were married, older Ss. This finding strongly suggests the fact that high work involvement is linked with the responsibilities assumed by the older, married person.

#### Significance for Vocational Rehabilitation

The question appropriate to this section is, "What significance do these findings have for the vocational rehabilitation counselor, particularly those working with clients who are psychologically disabled?" (1) To begin with, this study clearly points up the simple fact that level of work involvement is closely aligned to the individual's self-perceptions, which supports the basic hypothesis of this study. That is, one's choice of being a worker or a non-worker is related to one's self-perceptions. (2) Furthermore, it is recognized in this study that self-perceptions which differentiate high and low work involvement are situation-specific. This implies that the general conception that one has of himself may not necessarily be that perception he has of himself in a Work setting. In contrast, the observe of this is also true. The individual who conceives of himself in a certain way in a Work situation may not hold that self-perception about himself in general. Therefore, it becomes increasingly evident that behavioral settings have determinants affecting self-perceptions differentially. Such an understanding would lead to the need for assessing the individual's "Work self-perception" versus any other conception he has of himself in various situations.



(3) Another major significance has to do with the fact that the psychological disabilities in the Work setting seem to pivot about the fact that work is conceived of as a socialization process. The focus in rehabilitation has largely been on the assessment of aptitudes and technical skills, while little is given to the socialization problems experienced by the client, although every counselor can describe the difficulties in merely trying to interview or communicate with the "problem case."

(4) A fourth major significance of these findings is based on the fact that the psychiatric Ss require considerable direction and guidance particularly in terms of "things" rather than "people"; in terms of their response to "expectancies," regardless of level of work involvement. It appears that we are dealing here with the sample of Ss representative of the indigent group who show considerable outer-directedness and need for external guidance and structure. In Rotter's (1966) terms they tend to rely on fate, chance, and powerful others for the maintenance of their needs, particularly in vocational adjustment. It can be assumed that there is a lack of any substantial experience of competence or mastery or control over their destiny as it relates to vocational attainment and maintenance.

(5) There is an obvious need for counselor direction in terms of structure and follow-through while working with these individuals who have experienced psychiatric disabilities. This is particularly true if they are considered the "problem cases" and demonstrate low work involvement. There would appear to be a need for follow-through in terms of a continuing contact in relationship to work for developing better work adjustment, and also the need for helping the client develop personal and social skills in relation to the development of technical skills. This technical and social counseling should represent a prolonged period before considering the counseling efforts exhausted. At present, counseling a client provides no more than a glimpse of a static period in a highly circumscribed situation in the client's life. The important efforts come with the easing of the individuals into the work setting and the responses of this particular individual to the work situation and a working through some of the problems that arise after appearing on the job. One would think that with the "problem cases," representing such things as chronic job disruptions and discontinuities, the counselor would have seen the need some time ago in the continuing contacts and follow-up procedures essential to the successful completion of the counseling relationship. However, this has not been the case. As noted from the pilot study, one of the better predictors of successful employment is to be employed before psychiatric treatment. One hardly needs counseling here. One can assume, however, that the client who has not had employment prior to psychiatric difficulties or who had demonstrated psychological disfunctioning, particularly in a work setting, would require extensive and intensive follow-through by the counselor. Little provision is given to this need in many of the vocational rehabilitation or employment agencies. Instead, it is merely an assignment of the individual to a particular job according to a set of predictors primarily concerned with technical skills or aptitudes. In a very real sense, the individuals who show continuous job-hopping, job discontinuities, and job disruptions are those same individuals who may be looked upon as failures in counseling efforts. They are the recidivists, comparable to the individuals who return for psychiatric treatment or return to prison. These individuals are returning for counseling, which literally "did not take."

Another fact noted from the pilot study had to do with the idea that only 52 per cent of the sample actually notified either the co-worker or supervisor that they had had psychological problems. It would be interesting to note in further research whether or not the individuals who did not tell their co-workers or supervisor that they had had psychological problems were those same individuals who were apt to avoid the socialization process inherent in the work setting because of a low sense of self-worth and self-esteem. It is quite probable such information would be helpful as an indicator to the counselor as to whether or not the individual can make this social adjustment necessary to remain on the job. One might assume that the individual who is apt to withhold such information is likely also to want to avoid or retreat from a social environment. Such a social contact to him is not rewarding and leads to avoidant behaviors. The high work-involved individual is more inclined to relate his difficulties to his supervisor as part of his effort to make an adequate social adjustment and is less likely to employ avoidant mechanisms.

#### Limitations of Mailed Questionnaires

One of the restrictions in the sample adequacy had to do with the fact that material sent to the Ss came from an unknown agency signed by unknown individuals. Note the contrast between the high rate of returns in the pilot study, which used familiar stationery and the name of the person who had the client in treatment and the small percentage of returns in this study, in which there was unknown stationery signed by unknown individuals. This probably contributed considerably to the differential rate of returns between the two studies. A second difficulty probably evolved out of the fact that the questionnaire was rather extensive and required considerable work in filling it out. Other indications for the low percentage in this study had to do with suspiciousness toward the questions, particularly if they felt their responses could remove them from the welfare rolls.

#### Employment Status as a Function of Psychiatric Disability

There has been evidence to indicate that the effect of unemployment retards psychiatric recovery and becomes a significant factor in the rehospitalization of mental patients. Such rehospitalization constitutes a serious fact as a growing problem in readmission rates which substantiates the need for increased emphasis on efforts to meet the vocational needs of psychiatrically disabled individuals. What is presently needed is to further our research efforts by evaluating a wide range of unemployed individuals, which would point the direction toward more effective counseling, training, and job placement services for disabled workers. Such information could help these individuals lead a more effective and satisfying life while at the same time altering stereotyped attitudes about the psychiatric disabled. Thus, current work concerned with the employment of the handicapped has extended its area of effort to include those individuals with mental and emotional disturbances, as well as those with physical handicaps.

## SUMMARY

1. The issue that forms the backdrop for this study is whether unemployment is a function of the individual lacking marketable technical skills when employment is available or of the individual lacking personal and social skills, which lead to avoidant behavior.
2. The implication arising from the results of this study is that the improvement of personal and social skills by themselves will not lead to employment, but may provide a meaningful context for the development of technical skills. Thus, there is an inseparability of social and technical skill development that cannot be ignored.
3. The sample bias was reviewed and the reader was cautioned to take these biases into account when interpreting the findings.
4. A major concern drawn from this study is that the interpersonal skills of low work-involved clients are greatly in need of attention.
5. The significances of this study for the vocational rehabilitation worker are: (a) that level of work involvement is closely linked to the client's self-perceptions, (b) that self-perceptions may be highly situation-specific, (c) that many of the adjustment problems leading to work avoidance may be social rather than technical deficiencies, (d) that these ex-psychiatric patients show considerable need for outer-directedness, i.e., need for external guidance and structure, and (e) that there is a definite need for follow-through with the low work-involved person.
6. Some limitations to using the mailed questionnaire were discussed, such as the fact that the sponsors of the research were unknown to the Ss, that the questionnaire was probably too complicated for the group studied, and there were feelings that their responses might affect their welfare status.
7. The significance of counseling low work-involved clients was discussed in light of reducing hospital readmission rates, since the working person is the one who is generally able to avoid hospitalization.



## CHAPTER VII

### SUMMARY AND CONCLUSIONS

1. The problem examined in this study is work adjustment and its relationship to level of work involvement and self-conceptions. Level of work involvement (defined as part-time and full-time employment) is the independent variable and self-perception (Self-in-General, Home, and Work) are the dependent variables.
2. The two specific goals of the project were to (a) identify and describe a sample of ex-psychiatric patients in regard to level of work involvement and (b) to examine their self-perceptions as they relate to level of work involvement.
3. The guiding hypothesis for comparing high versus low work-involved groups is: One's choice of being a worker or a non-worker is related to his self-perceptions.
4. The Ss for this study were randomly selected from the files at the Greater Kansas City Mental Health Foundation. The instrument used in the study was a mailed questionnaire. Two thousand and fifty-one Ss were included in this mailing. Only 392 questionnaires were returned and 103 of these were not usable because of incomplete responses. Twenty-five questionnaires were returned after the analysis had begun, therefore only 264 Ss constituted the "experimental" group.
5. A "control" sample of 97 Ss was obtained from medical outpatients at the Kansas City General Hospital.
6. The questionnaire consisted of 84 scaled items. One-half of the items were designed to measure Actual self-perceptions and the other half were designed to measure Ideal self-perceptions with the same items. Each of these two groups of items was further subdivided into three situations: Self-in-General, Home, and Work. The Home and Work situations were designed to be more specific, while the Self-in-General was to represent a more global self-perception. The items were rated along a six point ordinal scale from "never" to "always" describing the person.
7. A test-retest reliability study of the questionnaire yielded an over-all correlation coefficient of .62 across the two test conditions, three situations, and 14 items. Although the individual item coefficients were not high (range .28 to .86), they were considered acceptable for attitudinal-type data.
8. The independent variable, which was the work-involvement item (How many hours a week do you usually work?) yielded a reliability coefficient of .80.

9. The sample characteristics of the experimental Ss are given and compared to 600 Ss of the parent population. A sample bias was demonstrated. The analysis indicated that the difference in population-sample proportions are accounted for by the significantly fewer unemployed males and fewer employed 20-29 year olds; significantly more married and widowed, more employed females, more unemployed separated and divorced respondents, and more employed 40-49 year olds in the experimental sample than in the population sample.
10. Demographic groups of the sample that were not significantly different from the proportion found in the population were employed males, unemployed females, single employed and unemployed Ss, employed separated and divorced Ss, all four age groups (20-29, 30-39, 40-49, and 50+) that were unemployed, and the 30-39 and 50+ age groups, who were employed.
11. It was found that part of the response bias was attenuated through repeated mailings. That is, with repeated mailings the employed 20-29 year olds and the unemployed males were found to become increasingly more representative of the parent population from which they were drawn.
12. Thirty-seven experimental Ss were demographically matched and compared with 37 control Ss on the dependent measures. The only analysis that demonstrated group differences indicated that there was a greater Actual-Ideal discrepancy in the Work situation for the experimental Ss than for the control Ss. This finding suggested a lower level of work adjustment for the ex-psychiatric patients than for the general medical patients.
13. The analysis of the dependent measures revealed that there were considerably more items found to be significant for the Actual test conditions than for the Ideal test conditions.
14. None of the items were found to be significant for only Self-in-General. Any item that was significant for Self-in-General was also significant for either the Home or Work situation. This suggested that some of the items tended to be situation-specific.
15. The items which were found to significantly differentiate the high and low work-involved Ss for the Work situation consistently yielded the highest chi-squares.
16. The six items that were significantly high for the high work-involved Ss compared to the low work-involved Ss in the Work setting were: "I have the ability to do what is expected of me," "I am active," "I am with people," "I know what is expected of me," "I do what is expected of me," and "I would like to do things which please me."
17. It was noted that all three of the "expectancy" items demonstrated significant differences between the high and low work-involved Ss, while very few, if any, differences were found for either the "self-directed" or the "self-evaluation" items. That is, neither the high nor low work-involved Ss perceived themselves as self-directed or evaluated themselves in a positive manner, when compared to the over-all magnitude of the items.

18. In regard to females it was found that higher education tends to alter the traditional aspirations and values in terms of their desire to work and/or take care of the home.
19. Women of different ages tend to display distinctive concerns and frustrations as a result of situational factors (being a housewife versus assuming a work role).
20. An issue that forms the backdrop for this study is whether unemployment is a function of the individual's lack of marketable technical skills when employment is available, or of the individual's lack of personal and social skills.
21. The implication arising from the results of the study is that the improvement of personal and social skills by themselves will not lead to employment, but may provide a meaningful context in which the development of technical skills may be actualized. Thus, there is an inseparability of social and technical skill development that cannot be ignored in vocational rehabilitation programs.
22. A major concern arising from this study is that the interpersonal skills of low work-involved clients are greatly in need of attention.
23. The significances of this study for the vocational rehabilitation worker are: (a) that level of work involvement is closely linked to the client's self-perceptions, (b) that self-perceptions may be highly situation-specific, (c) that many of the adjustment problems leading to work avoidance may be social rather than technical deficiencies, (d) that these ex-psychiatric patients show considerable need for outer-directedness, i.e., need for external guidance and structure, and (e) that there is a definite need for follow-through with the low work-involved person.
24. Some limitations to using the mailed questionnaire were discussed, such as (a) the fact that the sponsors of the research were unknown to Ss, (b) that the questionnaire was probably too complicated for the group studied, and (c) that there were feelings that their responses might affect their welfare status.
25. The significance of counseling low work-involved clients was discussed in light of reducing hospital readmission rates, since the working person is the one who generally is able to avoid hospitalization.
26. An important observation is the fact that this study has demonstrated that many factors contribute significantly to low work involvement. Such factors are demographic patterns, various types of self-referent items, situational contexts, and test conditions. Thus, accounting for experimental variance in low work involvement is no simple matter and many factors should be taken into consideration.



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## APPENDICES

## APPENDIX A

### PILOT STUDY

#### Purpose

Under grant number RD 1586-01 from the Vocational Rehabilitation Administration, the Organizational Mental Health group at the Greater Kansas City Mental Health Foundation conducted a planning study. The major questions which needed to be answered from this pilot work arose from the need to know whether or not it is possible to locate and enlist the cooperation of the ex-patients who have been discharged from the institution two or more years. Two questions were posed: (1) will these ex-patients return mailed questionnaires in large enough numbers and usable enough form to allow data collection and further sample selection? and (2) will these ex-patients participate in more intensive personal interviewing?

#### Method

The following results helped answer the above questions. A random sample of 109 subjects was chosen from an "active" file of patients who had been seen in one of the in-patient or out-patient services at the Foundation between August 1, 1962, and March 1, 1964. A questionnaire was developed which consisted of items related to the subject's job status, job satisfaction, personal history, perceived effect of psychiatric experience on job, willingness to cooperate further in the research project, and other areas. Questionnaires were mailed to all subjects with a follow-up letter three weeks later.

#### Results

It was found, in answer to the first question, that 90 (43 per cent) of the ex-patients completed and returned the questionnaire,<sup>7</sup> 39 (19 per cent) were returned address unknown (the Ss could not be located) and 80 (38 per cent) did not respond. In general, the questionnaires were filled out satisfactorily.

In answer to the second question it was found that 92 per cent of those who responded indicated willingness to cooperate further in personal interviews either at the Foundation or their homes. A sample of 15 responders was then contacted by phone and asked to cooperate in an interview. All agreed to be interviewed. The interview consisted of the administration of a semi-structured questionnaire intended to explore the ex-patients' expectations of several facets of their work situation and work experiences. Fourteen of the 15 ex-patients agreed to allow

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<sup>7</sup> Letters to the subjects were signed by professional members of the research team who had known the clients as patients at the Foundation.

a study of their work environments. The one individual refusing felt his job was uncertain at the time because of a record of poor attendance. These Ss were telephoned a few days after the interview to see if they had changed their minds. None had.

The characteristics of the 90 returned mailed questionnaires regarding the Ss work situation and its relationship to his psychiatric treatment are illustrated in Table 22. There were approximately equal numbers of males and females in both groups of employment status.

Table 22  
Employment Status of Ninety Ex-Mental Patients

| Employment status | Before and after hospitalization | Only after hospitalization | Total |      |
|-------------------|----------------------------------|----------------------------|-------|------|
|                   |                                  |                            | No.   | %    |
| Employed*         | 38%                              | 14%                        | 47    | 52%  |
| Unemployed**      | 22%                              | 26%                        | 43    | 48%  |
| Total             |                                  |                            | 90    | 100% |

\*Jobs ranged from unskilled (assembly line worker, order filler) to skilled (accountant, cashier).

\*\*Includes 16 housewives and two questionnaires filled out by relatives for deceased ex-patients.

Among those currently employed and who had worked since treatment, 41 per cent felt they got along better on the job after treatment, 47 per cent saw no change and 12 per cent did not respond. It is interesting to note that none felt they were doing worse.

The data regarding job turn-over rate of ex-mental patients for the currently employed and unemployed groups are presented in Table 23.

Table 23  
Characteristics of Job Turn-Over Rate of Ex-Mental Patients

| Employment status* | Employed | Unemployed |
|--------------------|----------|------------|
| No job             | -        | 53%        |
| One job            | 55%      | 34%        |
| Two jobs           | 26%      | 3%         |
| Three or more jobs | 19%      | 10%        |
| Total              | 100%     | 100%       |

\*Since beginning treatment.



Data on job attitudes are shown in Table 24.

Table 24  
Employment Status and Characteristics of Job Attitudes

| Employment status                   | Employed | Unemployed* |
|-------------------------------------|----------|-------------|
| Liked job                           | 88%      | 37%         |
| Disliked job or said it was "so-so" | 12%      | 26%         |
| Did not respond                     | -        | 37%         |
| Total                               | 100%     | 100%        |

\*Unemployed respondents supplied information regarding their "last" job.

Subjects were asked whether the problem which caused them to seek psychiatric help was affecting their job at the time. Thirty-five per cent said the problem did have an effect on their job, 37 per cent saw no effect, and 27 per cent (most had not worked before treatment) did not respond.

In relation to others having knowledge of their treatment, the data illustrated in Table 25 are given. The second phase of the research involved personal interviews of about 90 minutes with 15 of the ex-patients who returned mailed questionnaires. A semi-structured interview schedule was utilized in order to gather exploratory data about patient's job expectations and perceptions. Although there was considerable variation in responses it is possible to describe some general characteristics.

Table 25  
Employment Status and Knowledge of Psychiatric Treatment

| Employment status                                       | Per cent |     |
|---------------------------------------------------------|----------|-----|
|                                                         | Yes      | No  |
| Employed                                                |          |     |
| Supervisors knew of psychiatric treatment               | 52       | 48  |
| Co-workers knew of psychiatric treatment                | 52       | 48  |
| Unemployed*                                             |          |     |
| Supervisors knew of psychiatric treatment               | 28       | 72  |
| Co-workers knew of psychiatric treatment                | 13       | 87  |
| Employed and Unemployed                                 |          |     |
| Felt it was bad to have supervisors and co-workers know |          | 35  |
| Felt it did not matter if they knew                     |          | 43  |
| Felt it was good                                        |          | 8   |
| Did not respond                                         |          | 14  |
|                                                         |          | 100 |

\*Had worked at some time since treatment.

Financial security, social respectability, and opportunity for social interaction were important job-related needs. Major sources for job satisfaction arose from Ss' feelings of accomplishment and being allowed to demonstrate responsibility. Major job dissatisfaction arose when Ss personal integrity and ability to function effectively were questioned. Often, dissatisfaction on the job seemed related to social-emotional difficulties away from work. Most Ss said that their jobs did not make them anxious.

Some ex-patients felt that working at a job helped them through their personal difficulties and an equal number felt that a job hindered the solution of personal problems. A larger proportion, however, saw no relation between their job and their personal problems. Ss were about equally divided about whether or not they were treated differently on the job because of their history of psychiatric treatment.

### Conclusion

The above findings summarize the pilot work which gave impetus to the structure and direction of the present project. Succinctly stated, the pilot study demonstrated (1) that the mailed questionnaire was a viable method of data collection with psychiatric ex-patients and (2) that a sufficiently large percentage of Ss were willing to participate in further aspects of the study.

The other data in this study, which admittedly represent only a pilot study, suggest the following:

1. About one-third of the group felt that their psychiatric problem had affected their job, while one-third said it did not (about one-third did not respond, since they had not had a job during the onset of the psychiatric problem).
2. A good predictor of employment after psychiatric treatment is being employed before treatment.
3. Of the currently employed, 41 per cent felt they got along better on the job after treatment, while 47 per cent saw no change (the rest did not respond).
4. The unemployed Ss having one or more jobs since treatment are only about 50 per cent compared to 100 per cent for the employed Ss.
5. About 50 per cent of the Ss who had worked since treatment indicated they were treated differently on the job because of their psychiatric treatment.
6. Twelve per cent of the employed Ss disliked their job or said it was "so-so," while 26 per cent of the unemployed Ss disliked their last job or said it was "so-so" (37 per cent of the unemployed did not respond).
7. Job satisfaction arose from feelings of accomplishment and being able to assume responsibility, while dissatisfaction arose when Ss' ability to function effectively was questioned.

8. Fifty-two per cent of the employed Ss told their supervisors of their psychiatric treatment, while only 28 per cent of the unemployed, who had worked since treatment, had told their supervisors.
9. Fifty-two per cent of the employed Ss told their co-workers of their psychiatric treatment, while only 13 per cent of the unemployed, who had worked since treatment, had told their co-workers.

### SUMMARY

In summary, individuals who required psychiatric treatment were better able to continue their employment career if they held a job before the onset of a psychiatric problem. The chances were less than 50 per cent that the group got along better on the job after psychiatric treatment. Also, over half of the group, who worked after treatment, informed their co-workers and supervisors of their psychiatric history.

Although the above facts are impressive, they leave open the question of the problem of the individual who demonstrates low work involvement, even after psychiatric treatment.



## APPENDIX B

### QUESTIONNAIRE USED WITH THE EXPERIMENTAL AND CONTROL SUBJECTS

#### LIFE AND WORK INTEREST QUESTIONNAIRE

PLEASE CHECK ONE BOX ☒ FOR EACH OF THE ITEMS IN THE QUESTIONS  
AND CHARTS WHICH FOLLOW

**YOURSELF — IN GENERAL**

1. Please check the following items according to how you generally feel about  
YOURSELF as a person, in comparison to people around you.

| How frequently do the items<br>below describe you?  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |             |
|-----------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|
|                                                     | Never                    | Seldom                   | Some<br>times            | Quite<br>Often           | Often                    | Always                   |             |
| I am active.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>18-2</u> |
| I am satisfied with the<br>way things are.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>19-2</u> |
| I have the ability to do what<br>is expected of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>20-2</u> |
| I consider myself as<br>important.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>21-2</u> |
| I have personal comfort.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>22-2</u> |
| I get things done in new<br>and different ways.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>23-2</u> |
| I am with people.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>24-2</u> |
| I influence what goes on.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>25-2</u> |
| I know what is expected<br>of me.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>26-2</u> |
| People help me do well.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>27-2</u> |
| I am concerned about money.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>28-2</u> |
| I do things which please<br>me.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>29-2</u> |
| I do what is expected of<br>me.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>30-2</u> |
| "Things" around me help<br>me do well.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>31-2</u> |

Do not  
use this  
space

# IDEAL SELF — IN GENERAL

2. Please check the following items according to how you would IDEALLY like to be. Check how frequently you would IDEALLY like for each of the following things to happen.

|                                                                              | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |             |
|------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|
| How frequently do the items below describe how you would ideally like to be? | Never                    | Seldom                   | Some times               | Often                    | Quite Often              | Always                   |             |
| I would like to be active.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>32-2</u> |
| I would like to be satisfied with the way things are.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>33-2</u> |
| I would like to have the ability to do what is expected of me.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>34-2</u> |
| I would like to consider myself as important.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>35-2</u> |
| I would like to have personal comfort.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>36-2</u> |
| I would like to get things done in new and different ways.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>37-2</u> |
| I would like to be with people.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>38-2</u> |
| I would like to influence what goes on.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>39-2</u> |
| I would like to know what is expected of me.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>40-2</u> |
| I would like to have people help me do well.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>41-2</u> |
| I would like to be concerned about money.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>42-2</u> |
| I would like to do things which please me.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>43-2</u> |
| I would like to do what is expected of me.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>44-2</u> |
| I would like to have "things" around me help me do well.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>45-2</u> |

Do not use this space

The following questions are about your HOME (house, apartment, etc.) and related activities.

PLEASE CHECK ONE BOX ☒ FOR EACH OF THE ITEMS IN QUESTIONS AND CHARTS WHICH FOLLOW.

3. Where do you presently live?

☐ 1    ☐ 2    ☐ 3    ☐ 4    (explain) \_\_\_\_\_  
 \_\_\_\_\_

Do not  
use this  
space  
11-3

4. Who do you live with?  
(check more than one,  
if necessary.)

room-    husband    chil-    in-    no    other  
 mate    or wife    dren    laws    one  
 1    2    3    4    5    6  
☐    ☐    ☐    ☐    ☐    ☐  
 (explain) \_\_\_\_\_  
 \_\_\_\_\_

12-3  
to  
15-3

5. How many people live with you? \_\_\_\_\_

16-3  
to  
17-3

YOURSELF AT HOME

6. Please check the following items according to how you generally feel about yourself at HOME, in comparison to people around you.

|                                                  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |             |
|--------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|
| How frequently do the items below describe you?  | Never                    | Seldom                   | Some times               | Quite Often              | Often                    | Always                   |             |
| I am active.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>18-3</u> |
| I am satisfied with the way things are.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>19-3</u> |
| I have the ability to do what is expected of me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>20-3</u> |
| I consider myself as important.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>21-3</u> |
| I have personal comfort.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>22-3</u> |
| I get things done in new and different ways.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>23-3</u> |
| I am with people.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>24-3</u> |
| I influence what goes on.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>25-3</u> |
| I know what is expected of me.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>26-3</u> |
| People help me do well.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>27-3</u> |
| I am concerned about money.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>28-3</u> |
| I do things which please me.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>29-3</u> |
| I do what is expected of me.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>30-3</u> |
| "Things" around me help me do well.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>31-3</u> |



# IDEAL SELF AT HOME

7. Please answer the following items according to how you would IDEALLY like to be at HOME.

|                                                                              | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |
|------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| How frequently do the items below describe how you would ideally like to be? | Never                    | Seldom                   | Some times               | Often                    | Quite Often              | Always                   |
| I would like to be active.                                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to be satisfied with the way things are.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to have the ability to do what is expected of me.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to consider myself as important.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to have personal comfort.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to get things done in new and different ways.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to be with people.                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to influence what goes on.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to know what is expected of me.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to have people help me do well.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to be concerned about money.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to do things which please me.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to do what is expected of me.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to have "things" around me help me do well.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do not use this space

32-3

33-3

34-3

35-3

36-3

37-3

38-3

39-3

40-3

41-3

42-3

43-3

44-3

45-3

8. If, by some chance, you inherited all the money you wanted, would you take care of your house anyway?

|                          |                          |
|--------------------------|--------------------------|
| No                       | Yes                      |
| 1                        | 2                        |
| <input type="checkbox"/> | <input type="checkbox"/> |

46-3

The following questions are about your WORK and related activities.

No Yes

9. Are you currently working? ☐ ☐

If yes, please complete the following questions about your present work.

If no, please complete the following questions about work as if you were working.

### YOURSELF AT WORK

10. Please check the following items according to how you generally feel (or would feel) about yourself at WORK in comparison to people around you.

|                                                         | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| How frequently do the items below describe you at work? | Never                    | Seldom                   | Some times               | Often                    | Quite Often              | Always                   |
| I am active.                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am satisfied with the way things are.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have the ability to do what is expected of me.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I consider myself as important.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have personal comfort.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I get things done in new and different ways.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am with people.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I influence what goes on.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know what is expected of me.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People help me do well.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am concerned about money.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I do things which please me.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I do what is expected of me.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| "Things" around me help me do well.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do not use this space

9-4

18-4

19-4

20-4

21-4

22-4

23-4

24-4

25-4

26-4

27-4

28-4

29-4

30-4

31-4

# IDEAL SELF AT WORK

11. Please check the following items according to how you would IDEALLY like to be at WORK.

Do not  
use this  
space

|                                                                                    | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        |             |
|------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------|
| How frequently do the items<br>below describe how you would<br>ideally like to be? | Never                    | Seldom                   | Some<br>times            | Often                    | Quite<br>Often           | Always                   |             |
| I would like to be active.                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>32-4</u> |
| I would like to be satisfied<br>with the way things are.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>33-4</u> |
| I would like to have the ability<br>to do what is expected of me.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>34-4</u> |
| I would like to consider<br>myself as important.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>35-4</u> |
| I would like to have personal<br>comfort.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>36-4</u> |
| I would like to get things done<br>in new and different ways.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>37-4</u> |
| I would like to be with people.                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>38-4</u> |
| I would like to influence what<br>goes on.                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>39-4</u> |
| I would like to know what is<br>expected of me.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>40-4</u> |
| I would like to have people<br>help me do well.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>41-4</u> |
| I would like to be concerned<br>about money.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>42-4</u> |
| I would like to do things which<br>please me.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>43-4</u> |
| I would like to do what is<br>expected of me.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>44-4</u> |
| I would like to have "things"<br>around me help me do well.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>45-4</u> |



We appreciate your help very much. In order to continue our study and make it even more useful we may ask you at a later time to help us again by answering another questionnaire similar to this one — either by mail or in person. Please indicate on the questions below how much help you would be able to give us.

Do not  
use this  
space

21. How did you feel about taking this questionnaire?

I liked it

So-so

I disliked it

1  
☐

2  
☐

3  
☐

19-5

22. Would you be willing to fill out another questionnaire and mail it back to us?

Yes

No

1  
☐

2  
☐

20-5

23. Would you be willing to come to our office and talk with one of us about your job? (travel expenses will be paid.)

Yes

No

1  
☐

2  
☐

21-5

24. Would you be willing to have one of us visit you to talk with you about your job?

Yes

No

1  
☐

2  
☐

22-5

THANK YOU VERY MUCH FOR YOUR HELP!!!

Comments:



## APPENDIX C

MEANS AND VARIANCES FOR THE EXPERIMENTAL AND CONTROL SUBJECTS  
FOR ITEMS, SITUATIONS AND TEST CONDITIONS BY AGE AND SEX



Table 26

The Means and Standard Deviations of the Items for the Experimental Subjects for the Situations of  
Self-in-General, Home and Work, and the Actual and Ideal Test Conditions  
(N=264)

| Item          | Self-in-General |      |       |      | Home   |      |       |      | Work   |      |       |      |
|---------------|-----------------|------|-------|------|--------|------|-------|------|--------|------|-------|------|
|               | Actual          |      | Ideal |      | Actual |      | Ideal |      | Actual |      | Ideal |      |
|               | M.              | S.D. | M.    | S.D. | M.     | S.D. | M.    | S.D. | M.     | S.D. | M.    | S.D. |
| Activity      | 4.12            | 1.39 | 5.03  | 1.08 | 4.08   | 1.42 | 4.93  | 1.11 | 4.93   | 1.26 | 5.14  | 1.01 |
| Satisfaction  | 3.00            | 1.24 | 4.41  | 1.51 | 3.09   | 1.29 | 4.70  | 1.42 | 3.53   | 1.28 | 4.75  | 1.34 |
| Ability       | 4.41            | 1.24 | 5.53  | 0.92 | 4.26   | 1.29 | 5.40  | 0.94 | 4.85   | 1.16 | 5.57  | 0.87 |
| Importance    | 3.72            | 1.55 | 4.67  | 1.42 | 3.82   | 1.58 | 4.71  | 1.42 | 3.97   | 1.58 | 4.69  | 1.42 |
| Comfort       | 3.84            | 1.34 | 5.12  | 1.12 | 3.90   | 1.39 | 5.03  | 1.13 | 3.85   | 1.30 | 4.97  | 1.12 |
| Creative      | 3.45            | 1.27 | 4.69  | 1.18 | 3.38   | 1.25 | 4.47  | 1.25 | 3.64   | 1.31 | 4.55  | 1.26 |
| With People   | 4.15            | 1.36 | 4.40  | 1.15 | 3.91   | 1.46 | 4.13  | 1.14 | 4.86   | 1.33 | 4.49  | 1.22 |
| Influence     | 3.26            | 1.33 | 3.99  | 1.24 | 3.67   | 1.53 | 4.16  | 1.24 | 3.36   | 1.49 | 4.06  | 1.31 |
| Know Expected | 4.66            | 1.22 | 5.24  | 1.15 | 4.74   | 1.23 | 5.24  | 1.11 | 4.92   | 1.17 | 5.50  | 1.02 |
| People Help   | 3.70            | 1.31 | 4.52  | 1.34 | 3.65   | 1.39 | 4.54  | 1.30 | 3.91   | 1.30 | 4.51  | 1.38 |
| Concern       | 4.67            | 1.38 | 3.33  | 1.79 | 4.64   | 1.43 | 3.22  | 1.78 | 4.39   | 1.50 | 3.42  | 1.84 |
| Please Me     | 3.67            | 1.12 | 4.63  | 1.18 | 3.66   | 1.20 | 4.56  | 1.14 | 3.56   | 1.19 | 4.53  | 1.15 |
| Do Expected   | 4.34            | 1.13 | 5.19  | 1.07 | 4.25   | 1.21 | 5.10  | 1.07 | 4.88   | 1.07 | 5.48  | 0.85 |
| Things        | 3.61            | 1.37 | 4.89  | 1.25 | 3.56   | 1.34 | 4.77  | 1.24 | 3.96   | 1.36 | 4.84  | 1.25 |

Table 27

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex for the Situation of Self-in-General and for the Actual and Ideal Test Conditions  
(N=264)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
| Activity         | 4.50      | 1.30 | 5.07  | 1.10      | 3.27 | 1.18  | 5.13      | 1.09 | 4.18  | 1.34      | 4.98 | 1.02  | 3.82 | 1.42 | 5.01 | 1.10 |
| Satisfaction     | 3.13      | 1.17 | 4.26  | 1.58      | 2.67 | 1.08  | 4.27      | 1.48 | 2.90  | 1.24      | 4.64 | 1.40  | 3.05 | 1.31 | 4.34 | 1.53 |
| Ability          | 4.77      | 1.11 | 5.54  | 1.04      | 3.73 | 1.48  | 5.47      | 0.81 | 4.34  | 1.19      | 5.50 | 0.90  | 4.22 | 1.26 | 5.56 | 0.81 |
| Importance       | 3.83      | 1.51 | 4.55  | 1.58      | 3.60 | 1.45  | 4.67      | 1.54 | 3.68  | 1.47      | 4.76 | 1.21  | 3.68 | 1.69 | 4.69 | 1.45 |
| Comfort          | 4.07      | 1.23 | 5.04  | 1.23      | 3.73 | 1.48  | 4.87      | 1.31 | 3.62  | 1.38      | 5.24 | 1.00  | 3.86 | 1.35 | 5.12 | 1.06 |
| Creative         | 3.56      | 1.34 | 4.65  | 1.25      | 3.47 | 1.09  | 5.00      | 1.03 | 3.48  | 1.20      | 4.69 | 1.09  | 3.30 | 1.30 | 4.66 | 1.20 |
| With People      | 4.44      | 1.25 | 4.42  | 1.15      | 3.33 | 1.30  | 4.53      | 1.15 | 4.39  | 1.31      | 4.48 | 1.14  | 3.73 | 1.36 | 4.26 | 1.16 |
| Influence        | 3.50      | 1.21 | 4.26  | 1.30      | 2.80 | 1.56  | 3.53      | 1.02 | 3.27  | 1.22      | 3.92 | 1.20  | 3.09 | 1.48 | 3.87 | 1.21 |
| Know<br>Expected | 4.95      | 1.01 | 5.26  | 1.14      | 4.53 | 1.20  | 4.93      | 1.29 | 4.74  | 1.11      | 5.28 | 1.10  | 4.26 | 1.42 | 5.25 | 1.19 |
| People Help      | 3.79      | 1.31 | 4.51  | 1.31      | 3.80 | 1.38  | 5.00      | 1.27 | 3.79  | 1.20      | 4.48 | 1.40  | 3.47 | 1.40 | 4.48 | 1.31 |
| Concern          | 4.87      | 1.21 | 3.74  | 1.79      | 4.67 | 1.54  | 3.27      | 1.91 | 4.43  | 1.38      | 3.02 | 1.75  | 4.74 | 1.47 | 3.27 | 1.74 |
| Please Me        | 4.02      | 1.08 | 4.85  | 1.07      | 3.60 | 1.25  | 4.67      | 1.01 | 3.58  | 0.95      | 4.66 | 1.18  | 3.43 | 1.22 | 4.36 | 1.27 |
| Do Expected      | 4.54      | 1.10 | 5.26  | 1.06      | 4.13 | 1.41  | 5.33      | 1.01 | 4.37  | 1.05      | 5.17 | 1.00  | 4.14 | 1.15 | 5.13 | 1.17 |
| Things           | 3.65      | 1.36 | 4.96  | 1.29      | 3.60 | 1.08  | 4.87      | 1.02 | 3.64  | 1.34      | 4.84 | 1.29  | 3.52 | 1.47 | 4.87 | 1.19 |

Table 28

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex for the Situation of Home and the Actual and Ideal Test Conditions  
(N=264)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
| Activity         | 4.20      | 1.37 | 4.87  | 1.16      | 2.93 | 1.18  | 5.13      | 0.96 | 4.27  | 1.34      | 4.91 | 1.10  | 3.95 | 1.48 | 4.97 | 1.09 |
| Satisfaction     | 3.35      | 1.24 | 4.73  | 1.36      | 2.40 | 0.88  | 4.47      | 1.75 | 3.00  | 1.27      | 4.82 | 1.31  | 3.04 | 1.36 | 4.57 | 1.52 |
| Ability          | 4.62      | 1.19 | 5.33  | 1.08      | 3.47 | 1.02  | 5.33      | 0.94 | 4.26  | 1.27      | 5.47 | 0.82  | 4.03 | 1.33 | 5.42 | 0.90 |
| Importance       | 3.92      | 1.57 | 4.48  | 1.56      | 3.27 | 1.53  | 4.60      | 1.50 | 3.73  | 1.56      | 4.93 | 1.26  | 3.94 | 1.60 | 4.71 | 1.37 |
| Comfort          | 4.26      | 1.34 | 5.02  | 1.14      | 3.73 | 1.57  | 4.94      | 1.18 | 3.72  | 1.31      | 5.09 | 1.12  | 3.75 | 1.43 | 4.97 | 1.13 |
| Creative         | 3.49      | 1.29 | 4.17  | 1.40      | 3.53 | 1.31  | 4.67      | 1.01 | 3.37  | 1.18      | 4.65 | 1.11  | 3.26 | 1.27 | 4.55 | 1.22 |
| With People      | 4.29      | 1.38 | 4.32  | 1.16      | 3.53 | 1.20  | 4.20      | 1.22 | 3.81  | 1.46      | 4.07 | 1.07  | 3.69 | 1.50 | 3.99 | 1.16 |
| Influence        | 4.05      | 1.49 | 4.38  | 1.24      | 2.60 | 1.14  | 4.07      | 1.29 | 3.62  | 1.46      | 4.22 | 1.20  | 3.55 | 1.60 | 3.86 | 1.22 |
| Know<br>Expected | 4.94      | 1.19 | 5.28  | 0.97      | 4.27 | 1.29  | 4.87      | 1.20 | 4.82  | 1.11      | 5.30 | 1.04  | 4.52 | 1.33 | 5.18 | 1.29 |
| People Help      | 3.84      | 1.39 | 4.61  | 1.24      | 3.93 | 1.00  | 4.93      | 1.06 | 3.46  | 1.39      | 4.43 | 1.37  | 3.62 | 1.42 | 4.52 | 1.33 |
| Concern          | 4.77      | 1.39 | 3.55  | 1.80      | 4.40 | 1.54  | 3.33      | 1.85 | 4.48  | 1.35      | 2.89 | 1.66  | 4.75 | 1.52 | 3.25 | 1.81 |
| Please Me        | 4.09      | 1.18 | 4.63  | 1.22      | 3.33 | 0.79  | 4.60      | 1.02 | 3.59  | 1.15      | 4.61 | 1.05  | 3.34 | 1.19 | 4.43 | 1.18 |
| Do Expected      | 4.43      | 1.16 | 5.04  | 1.13      | 3.73 | 1.24  | 4.87      | 1.09 | 4.34  | 1.16      | 5.14 | 0.97  | 4.05 | 1.25 | 5.17 | 1.09 |
| Things           | 3.83      | 1.33 | 4.70  | 1.30      | 3.67 | 1.08  | 4.93      | 1.00 | 3.39  | 1.25      | 4.86 | 1.21  | 3.47 | 1.43 | 4.73 | 1.25 |



Table 29

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex for the Situation of Work and the Actual and Ideal Test Conditions  
(N=264)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
| Activity         | 5.21      | 1.09 | 5.09  | 1.14      | 4.33 | 1.77  | 5.33      | 0.87 | 5.03  | 1.15      | 5.11 | 0.94  | 4.64 | 1.32 | 5.21 | 0.94 |
| Satisfaction     | 3.39      | 1.23 | 4.39  | 1.46      | 3.60 | 1.41  | 5.27      | 0.93 | 3.63  | 1.24      | 4.91 | 1.16  | 3.53 | 1.33 | 4.83 | 1.38 |
| Ability          | 5.13      | 1.08 | 5.61  | 0.93      | 4.00 | 1.37  | 5.53      | 0.72 | 4.94  | 0.91      | 5.56 | 0.86  | 4.60 | 1.31 | 5.56 | 0.83 |
| Importance       | 3.99      | 1.59 | 4.46  | 1.59      | 3.93 | 1.61  | 4.67      | 1.45 | 3.84  | 1.53      | 4.71 | 1.31  | 4.10 | 1.60 | 4.90 | 1.33 |
| Comfort          | 3.90      | 1.34 | 4.89  | 1.14      | 3.47 | 1.15  | 4.73      | 1.24 | 3.81  | 1.24      | 5.13 | 1.02  | 3.91 | 1.33 | 4.90 | 1.17 |
| Creative         | 3.54      | 1.39 | 4.42  | 1.28      | 3.67 | 1.30  | 4.87      | 0.96 | 3.71  | 1.20      | 4.68 | 1.15  | 3.68 | 1.34 | 4.49 | 1.37 |
| With People      | 5.22      | 1.11 | 4.59  | 1.10      | 4.00 | 1.21  | 4.13      | 1.26 | 5.10  | 1.23      | 4.62 | 1.27  | 4.36 | 1.45 | 4.31 | 1.22 |
| Influence        | 3.66      | 1.59 | 4.39  | 1.34      | 3.00 | 1.16  | 4.00      | 1.32 | 3.30  | 1.35      | 3.99 | 1.23  | 3.20 | 1.56 | 3.81 | 1.30 |
| Know<br>Expected | 5.26      | 0.91 | 5.48  | 1.15      | 4.07 | 1.18  | 5.20      | 1.17 | 5.00  | 1.07      | 5.52 | 0.95  | 4.65 | 1.36 | 5.56 | 0.90 |
| People Help      | 3.94      | 1.27 | 4.63  | 1.38      | 4.00 | 1.37  | 4.47      | 1.59 | 3.93  | 1.20      | 4.52 | 1.41  | 3.82 | 1.41 | 4.38 | 1.29 |
| Concern          | 4.56      | 1.45 | 3.82  | 1.82      | 4.33 | 1.58  | 3.33      | 1.92 | 4.19  | 1.46      | 3.12 | 1.84  | 4.44 | 1.56 | 3.36 | 1.77 |
| Please Me        | 3.76      | 1.19 | 4.72  | 1.06      | 3.67 | 1.35  | 4.60      | 0.95 | 3.54  | 1.12      | 4.62 | 1.13  | 3.34 | 1.19 | 4.22 | 1.22 |
| Do Expected      | 5.07      | 0.93 | 5.50  | 0.85      | 4.40 | 1.36  | 5.20      | 1.17 | 5.07  | 0.88      | 5.57 | 0.75  | 4.53 | 1.22 | 5.42 | 0.89 |
| Things           | 3.84      | 1.31 | 4.79  | 1.21      | 3.87 | 1.54  | 4.93      | 1.06 | 3.91  | 1.32      | 4.92 | 1.30  | 4.14 | 1.41 | 4.78 | 1.27 |

Table 30

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
for the Situations of Self-in-General, Home and Work and the Actual Test Condition  
(N=264)

| Item          | Full Time    |      |  |      |      |  | Part Time    |      |  |      |      |  |
|---------------|--------------|------|--|------|------|--|--------------|------|--|------|------|--|
|               | Self-in-Gen. |      |  | Home |      |  | Self-in-Gen. |      |  | Home |      |  |
|               | M.           | S.D. |  | M.   | S.D. |  | M.           | S.D. |  | M.   | S.D. |  |
| Activity      | 4.33         | 1.33 |  | 4.23 | 1.35 |  | 3.73         | 1.40 |  | 3.78 | 1.48 |  |
| Satisfaction  | 3.01         | 1.21 |  | 3.17 | 1.27 |  | 2.99         | 1.28 |  | 2.94 | 1.32 |  |
| Ability       | 4.55         | 1.17 |  | 4.43 | 1.24 |  | 4.14         | 1.31 |  | 3.94 | 1.30 |  |
| Importance    | 3.75         | 1.49 |  | 3.82 | 1.57 |  | 3.66         | 1.66 |  | 3.83 | 1.61 |  |
| Comfort       | 3.84         | 1.33 |  | 3.98 | 1.35 |  | 3.84         | 1.37 |  | 3.75 | 1.46 |  |
| Creative      | 3.52         | 1.27 |  | 3.42 | 1.23 |  | 3.33         | 1.27 |  | 3.30 | 1.28 |  |
| With People   | 4.41         | 1.28 |  | 4.04 | 1.44 |  | 3.66         | 1.35 |  | 3.66 | 1.45 |  |
| Influence     | 3.38         | 1.22 |  | 3.83 | 1.49 |  | 3.04         | 1.50 |  | 3.39 | 1.57 |  |
| Know Expected | 4.84         | 1.07 |  | 4.88 | 1.15 |  | 4.30         | 1.39 |  | 4.48 | 1.32 |  |
| People Help   | 3.79         | 1.25 |  | 3.64 | 1.41 |  | 3.52         | 1.40 |  | 3.67 | 1.37 |  |
| Concern       | 4.64         | 1.32 |  | 4.62 | 1.38 |  | 4.73         | 1.48 |  | 4.70 | 1.53 |  |
| Please Me     | 3.79         | 1.04 |  | 3.83 | 1.19 |  | 3.46         | 1.23 |  | 3.34 | 1.14 |  |
| Do Expected   | 4.45         | 1.07 |  | 4.38 | 1.16 |  | 4.14         | 1.19 |  | 4.00 | 1.25 |  |
| Things        | 3.65         | 1.35 |  | 3.60 | 1.31 |  | 3.53         | 1.42 |  | 3.50 | 1.38 |  |

Table 31

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Self-in-General and the Actual Test Condition  
(N=264)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 4.31      | 1.32 | 4.81 | 1.20   | 4.20 | 1.28 | 4.14      | 1.42 | 3.50 | 1.12   | 3.00 | 1.20 | 3.81 | 1.33 | 3.83 | 1.56 |
| Satisfaction     | 3.20      | 1.21 | 3.03 | 1.09   | 2.98 | 1.16 | 2.78      | 1.34 | 3.00 | 1.23   | 2.29 | 0.70 | 2.90 | 1.30 | 3.31 | 1.29 |
| Ability          | 4.61      | 1.17 | 5.03 | 0.93   | 4.37 | 1.14 | 4.31      | 1.27 | 4.13 | 1.27   | 3.29 | 1.58 | 4.40 | 1.15 | 3.93 | 1.36 |
| Importance       | 3.96      | 1.46 | 3.61 | 1.56   | 3.59 | 1.52 | 3.81      | 1.39 | 3.38 | 1.22   | 3.86 | 1.64 | 3.75 | 1.69 | 3.55 | 1.69 |
| Comfort          | 4.00      | 1.25 | 4.19 | 1.18   | 3.52 | 1.27 | 3.78      | 1.51 | 4.00 | 1.32   | 3.43 | 1.59 | 3.90 | 1.30 | 3.79 | 1.42 |
| Creative         | 3.63      | 1.43 | 3.45 | 1.19   | 3.61 | 1.19 | 3.28      | 1.17 | 3.13 | 1.05   | 3.86 | 0.99 | 3.27 | 1.32 | 3.35 | 1.27 |
| With People      | 4.57      | 1.30 | 4.23 | 1.13   | 4.44 | 1.30 | 4.31      | 1.33 | 3.00 | 0.71   | 3.71 | 1.67 | 4.02 | 1.22 | 3.24 | 1.43 |
| Influence        | 3.65      | 1.27 | 3.26 | 1.08   | 3.33 | 1.19 | 3.17      | 1.26 | 3.13 | 1.69   | 2.43 | 1.29 | 3.42 | 1.44 | 2.55 | 1.38 |
| Know<br>Expected | 4.90      | 1.07 | 5.03 | 0.90   | 4.67 | 1.16 | 4.86      | 1.03 | 4.50 | 1.12   | 4.57 | 1.29 | 4.29 | 1.34 | 4.21 | 1.54 |
| People Help      | 3.98      | 1.26 | 3.48 | 1.34   | 3.76 | 1.12 | 3.83      | 1.30 | 3.25 | 1.30   | 4.43 | 1.18 | 3.48 | 1.41 | 3.45 | 1.38 |
| Concern          | 5.08      | 1.19 | 4.52 | 1.16   | 4.44 | 1.42 | 4.42      | 1.30 | 4.25 | 1.71   | 5.14 | 1.13 | 5.04 | 1.35 | 4.24 | 1.52 |
| Please Me        | 4.24      | 1.10 | 3.68 | 0.96   | 3.61 | 1.01 | 3.53      | 0.87 | 3.63 | 1.22   | 3.57 | 1.29 | 3.60 | 1.19 | 3.14 | 1.22 |
| Do Expected      | 4.39      | 1.14 | 4.77 | 0.97   | 4.06 | 1.06 | 4.83      | 0.83 | 3.88 | 1.54   | 4.43 | 1.18 | 4.06 | 1.05 | 4.28 | 1.28 |
| Things           | 3.67      | 1.42 | 3.61 | 1.24   | 3.52 | 1.23 | 3.83      | 1.46 | 3.88 | 1.27   | 3.29 | 0.70 | 3.48 | 1.37 | 3.59 | 1.63 |



Table 32

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Home and the Actual Test Condition  
(N=264)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 3.88      | 1.31 | 4.71 | 1.30   | 4.32 | 1.27 | 4.19      | 1.43 | 3.25 | 1.09   | 2.57 | 1.18 | 3.94 | 1.33 | 3.97 | 1.69 |
| Satisfaction     | 3.31      | 1.34 | 3.42 | 1.07   | 3.06 | 1.25 | 2.92      | 1.30 | 2.63 | 0.86   | 2.14 | 0.83 | 2.96 | 1.31 | 3.17 | 1.44 |
| Ability          | 4.49      | 1.19 | 4.84 | 1.14   | 4.26 | 1.26 | 4.24      | 1.28 | 4.00 | 1.12   | 2.86 | 0.35 | 4.17 | 1.18 | 3.79 | 1.52 |
| Importance       | 3.96      | 1.50 | 3.84 | 1.69   | 3.76 | 1.57 | 3.70      | 1.56 | 3.00 | 1.23   | 3.57 | 1.76 | 3.90 | 1.57 | 4.00 | 1.64 |
| Comfort          | 4.37      | 1.44 | 4.07 | 1.13   | 3.62 | 1.32 | 3.87      | 1.28 | 4.00 | 1.23   | 3.43 | 1.84 | 3.81 | 1.41 | 3.66 | 1.47 |
| Creative         | 3.43      | 1.26 | 3.58 | 1.34   | 3.55 | 1.27 | 3.11      | 0.98 | 2.88 | 0.93   | 4.29 | 1.28 | 3.13 | 1.18 | 3.48 | 1.38 |
| With People      | 4.28      | 1.46 | 4.32 | 1.23   | 3.93 | 1.41 | 3.65      | 1.51 | 3.38 | 0.99   | 3.71 | 1.39 | 3.88 | 1.42 | 3.38 | 1.56 |
| Influence        | 4.08      | 1.53 | 4.00 | 1.41   | 3.83 | 1.44 | 3.32      | 1.43 | 2.75 | 0.97   | 2.43 | 1.29 | 3.79 | 1.47 | 3.14 | 1.72 |
| Know<br>Expected | 4.92      | 1.17 | 4.97 | 1.23   | 4.85 | 1.07 | 4.78      | 1.17 | 4.50 | 1.23   | 4.00 | 1.31 | 4.42 | 1.22 | 4.69 | 1.47 |
| People Help      | 4.04      | 1.39 | 3.52 | 1.34   | 3.47 | 1.41 | 3.43      | 1.37 | 3.63 | 0.86   | 4.29 | 1.03 | 3.56 | 1.40 | 3.72 | 1.46 |
| Concern          | 5.00      | 1.36 | 4.39 | 1.36   | 4.43 | 1.37 | 4.54      | 1.33 | 4.13 | 1.69   | 4.71 | 1.28 | 5.04 | 1.40 | 4.28 | 1.60 |
| Please Me        | 4.14      | 1.16 | 4.00 | 1.22   | 3.53 | 1.14 | 3.68      | 1.16 | 3.38 | 0.70   | 3.29 | 0.88 | 3.50 | 1.17 | 3.07 | 1.17 |
| Do Expected      | 4.26      | 1.15 | 4.71 | 1.11   | 4.23 | 1.18 | 4.51      | 1.11 | 3.75 | 1.39   | 3.71 | 1.03 | 4.02 | 1.16 | 4.10 | 1.37 |
| Things           | 3.78      | 1.41 | 3.90 | 1.20   | 3.28 | 1.23 | 3.54      | 1.27 | 3.63 | 0.86   | 3.71 | 1.28 | 3.40 | 1.30 | 3.59 | 1.61 |

Table 33

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Work and the Actual Test Condition  
(N=264)

| Item         | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|--------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|              | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|              | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|              | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity     | 5.22      | 1.11 | 5.19 | 1.06   | 4.94 | 1.16 | 5.17      | 1.12 | 4.75 | 1.39   | 3.86 | 2.03 | 4.63 | 1.17 | 4.66 | 1.54 |
| Satisfaction | 3.35      | 1.34 | 3.45 | 1.01   | 3.54 | 1.21 | 3.78      | 1.27 | 3.88 | 1.36   | 3.29 | 1.39 | 3.48 | 1.26 | 3.62 | 1.42 |
| Ability      | 5.08      | 1.17 | 5.23 | 0.91   | 4.87 | 0.96 | 5.06      | 0.82 | 4.13 | 1.05   | 3.86 | 1.64 | 4.56 | 1.17 | 4.66 | 1.52 |
| Importance   | 4.06      | 1.60 | 3.87 | 1.56   | 3.69 | 1.57 | 4.08      | 1.44 | 3.63 | 1.32   | 4.29 | 1.83 | 4.10 | 1.54 | 4.10 | 1.69 |
| Comfort      | 3.90      | 1.45 | 3.90 | 1.15   | 3.69 | 1.26 | 4.00      | 1.18 | 3.63 | 0.86   | 3.29 | 1.39 | 3.77 | 1.25 | 4.14 | 1.43 |
| Creative     | 3.57      | 1.45 | 3.48 | 1.29   | 3.74 | 1.19 | 3.67      | 1.20 | 3.38 | 1.22   | 4.00 | 1.31 | 3.60 | 1.29 | 3.79 | 1.42 |
| With People  | 5.33      | 1.04 | 5.03 | 1.18   | 5.20 | 1.15 | 4.94      | 1.33 | 4.00 | 1.12   | 4.00 | 1.31 | 4.65 | 1.36 | 3.90 | 1.47 |
| Influence    | 3.77      | 1.64 | 3.48 | 1.50   | 3.35 | 1.43 | 3.22      | 1.20 | 3.00 | 0.71   | 3.00 | 1.51 | 3.21 | 1.57 | 3.17 | 1.53 |
| Know         |           |      |      |        |      |      |           |      |      |        |      |      |      |      |      |      |
| Expected     | 5.24      | 0.92 | 5.29 | 0.89   | 4.83 | 1.20 | 5.25      | 0.76 | 4.00 | 1.12   | 4.14 | 1.25 | 4.67 | 1.28 | 4.62 | 1.47 |
| People Help  | 3.88      | 1.26 | 4.03 | 1.28   | 3.93 | 1.12 | 3.94      | 1.31 | 3.88 | 1.54   | 4.14 | 1.13 | 3.60 | 1.35 | 4.17 | 1.44 |
| Concern      | 4.77      | 1.38 | 4.23 | 1.50   | 4.15 | 1.48 | 4.25      | 1.42 | 4.13 | 1.83   | 4.57 | 1.18 | 4.75 | 1.38 | 3.93 | 1.70 |
| Please Me    | 3.69      | 1.18 | 3.87 | 1.18   | 3.54 | 1.23 | 3.56      | 0.93 | 3.38 | 1.32   | 4.00 | 1.31 | 3.40 | 1.20 | 3.24 | 1.16 |
| Do Expected  | 5.14      | 0.89 | 4.97 | 1.00   | 5.06 | 0.95 | 5.08      | 0.76 | 4.13 | 1.36   | 4.71 | 1.28 | 4.52 | 1.08 | 4.55 | 1.43 |
| Things       | 3.86      | 1.34 | 3.81 | 1.26   | 3.91 | 1.21 | 3.92      | 1.48 | 4.00 | 1.73   | 3.71 | 1.28 | 4.02 | 1.36 | 4.35 | 1.47 |

Table 34  
The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
for the Situations of Self-in-General, Home and Work and the Ideal Test Condition  
(N=264)

| Item          | Full Time    |      |  |      |      |  | Part Time    |      |  |      |      |  |
|---------------|--------------|------|--|------|------|--|--------------|------|--|------|------|--|
|               | Self-in-Gen. |      |  | Home |      |  | Self-in-Gen. |      |  | Home |      |  |
|               | M.           | S.D. |  | M.   | S.D. |  | M.           | S.D. |  | M.   | S.D. |  |
| Activity      | 5.02         | 1.06 |  | 4.89 | 1.13 |  | 5.03         | 1.10 |  | 5.00 | 1.07 |  |
| Satisfaction  | 4.46         | 1.50 |  | 4.78 | 1.33 |  | 4.33         | 1.52 |  | 4.55 | 1.56 |  |
| Ability       | 5.52         | 0.97 |  | 5.40 | 0.96 |  | 5.54         | 0.81 |  | 5.40 | 0.91 |  |
| Importance    | 4.66         | 1.40 |  | 4.72 | 1.43 |  | 4.69         | 1.47 |  | 4.70 | 1.39 |  |
| Comfort       | 5.15         | 1.12 |  | 5.06 | 1.13 |  | 5.08         | 1.11 |  | 4.97 | 1.14 |  |
| Creative      | 4.67         | 1.17 |  | 4.42 | 1.28 |  | 4.72         | 1.18 |  | 4.57 | 1.19 |  |
| With People   | 4.45         | 1.14 |  | 4.19 | 1.12 |  | 4.30         | 1.16 |  | 4.02 | 1.17 |  |
| Influence     | 4.08         | 1.26 |  | 4.30 | 1.22 |  | 3.82         | 1.19 |  | 3.89 | 1.24 |  |
| Know Expected | 5.27         | 1.12 |  | 5.29 | 1.00 |  | 5.20         | 1.21 |  | 5.13 | 1.28 |  |
| People Help   | 4.49         | 1.36 |  | 4.52 | 1.31 |  | 4.57         | 1.31 |  | 4.59 | 1.30 |  |
| Concern       | 3.37         | 1.80 |  | 3.20 | 1.76 |  | 3.27         | 1.77 |  | 3.26 | 1.82 |  |
| Please Me     | 4.75         | 1.13 |  | 4.62 | 1.13 |  | 4.41         | 1.24 |  | 4.46 | 1.16 |  |
| Do Expected   | 5.21         | 1.03 |  | 5.09 | 1.05 |  | 5.16         | 1.14 |  | 5.12 | 1.09 |  |
| Things        | 4.90         | 1.29 |  | 4.78 | 1.26 |  | 4.87         | 1.16 |  | 4.76 | 1.21 |  |

Table 35

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Self-in-General and the Ideal Test Condition  
(N=264)

| Item             | Full Time |      |           |           |      |           | Part Time |      |           |           |      |           |      |      |      |      |
|------------------|-----------|------|-----------|-----------|------|-----------|-----------|------|-----------|-----------|------|-----------|------|------|------|------|
|                  | Male      |      |           | Female    |      |           | Male      |      |           | Female    |      |           |      |      |      |      |
|                  | <40<br>M. | S.D. | >40<br>M. | <40<br>M. | S.D. | >40<br>M. | <40<br>M. | S.D. | >40<br>M. | <40<br>M. | S.D. | >40<br>M. |      |      |      |      |
| Activity         | 5.02      | 1.23 | 5.16      | 0.85      | 4.87 | 1.06      | 5.14      | 0.95 | 5.50      | 0.71      | 4.71 | 1.28      | 4.79 | 1.10 | 5.38 | 1.00 |
| Satisfaction     | 4.45      | 1.60 | 3.94      | 1.48      | 4.44 | 1.34      | 4.94      | 1.43 | 4.88      | 1.54      | 3.57 | 1.05      | 4.58 | 1.37 | 3.93 | 1.68 |
| Ability          | 5.51      | 1.16 | 5.58      | 0.79      | 5.54 | 0.92      | 5.44      | 0.86 | 5.38      | 0.86      | 5.57 | 0.73      | 5.48 | 0.84 | 5.69 | 0.75 |
| Importance       | 4.67      | 1.63 | 4.36      | 1.47      | 4.72 | 1.19      | 4.81      | 1.22 | 4.63      | 1.32      | 4.71 | 1.75      | 4.75 | 1.45 | 4.59 | 1.45 |
| Comfort          | 5.10      | 1.21 | 4.94      | 1.27      | 5.30 | 1.03      | 5.17      | 0.96 | 4.63      | 1.41      | 5.14 | 1.13      | 5.15 | 1.04 | 5.07 | 1.08 |
| Creative         | 4.77      | 1.28 | 4.45      | 1.19      | 4.61 | 1.15      | 4.81      | 1.00 | 4.88      | 0.93      | 5.14 | 1.13      | 4.65 | 1.22 | 4.69 | 1.18 |
| With People      | 4.43      | 1.18 | 4.39      | 1.10      | 4.32 | 1.07      | 4.72      | 1.19 | 4.38      | 0.99      | 4.71 | 1.28      | 4.17 | 1.11 | 4.41 | 1.22 |
| Influence        | 4.35      | 1.34 | 4.10      | 1.20      | 3.93 | 1.18      | 3.92      | 1.21 | 3.75      | 0.83      | 3.29 | 1.16      | 3.88 | 1.09 | 3.86 | 1.38 |
| Know<br>Expected | 5.28      | 1.19 | 5.23      | 1.04      | 5.24 | 1.15      | 5.33      | 1.00 | 5.13      | 1.36      | 4.71 | 1.16      | 5.13 | 1.32 | 5.45 | 0.89 |
| People Help      | 4.51      | 1.35 | 4.52      | 1.24      | 4.30 | 1.42      | 4.75      | 1.32 | 5.13      | 1.05      | 4.86 | 1.46      | 4.27 | 1.30 | 4.83 | 1.23 |
| Concern          | 3.98      | 1.83 | 3.36      | 1.64      | 2.82 | 1.63      | 3.33      | 1.87 | 3.00      | 2.12      | 3.57 | 1.59      | 3.23 | 1.83 | 3.35 | 1.58 |
| Please Me        | 4.88      | 1.15 | 4.81      | 0.93      | 4.70 | 1.18      | 4.58      | 1.16 | 4.63      | 0.99      | 4.71 | 1.03      | 4.44 | 1.27 | 4.24 | 1.25 |
| Do Expected      | 5.28      | 1.10 | 5.23      | 0.97      | 4.91 | 1.13      | 5.56      | 0.60 | 5.38      | 1.11      | 5.29 | 0.88      | 5.13 | 1.20 | 5.14 | 1.11 |
| Things           | 4.96      | 1.39 | 4.97      | 1.12      | 4.65 | 1.31      | 5.14      | 1.21 | 4.63      | 1.11      | 5.14 | 0.83      | 4.71 | 1.24 | 5.14 | 1.04 |



Table 36

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Home and the Ideal Test Condition  
(N=264)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 4.82      | 1.23 | 4.94 | 1.01   | 4.66 | 1.12 | 5.27      | 0.98 | 5.38 | 0.70   | 4.86 | 1.13 | 4.77 | 1.07 | 5.31 | 1.05 |
| Satisfaction     | 4.84      | 1.41 | 4.55 | 1.27   | 4.85 | 1.16 | 4.78      | 1.49 | 4.63 | 1.58   | 4.29 | 1.91 | 4.85 | 1.31 | 4.10 | 1.73 |
| Ability          | 5.28      | 1.24 | 5.42 | 0.75   | 5.53 | 0.74 | 5.38      | 0.91 | 5.50 | 0.71   | 5.14 | 1.13 | 5.33 | 0.94 | 5.55 | 0.81 |
| Importance       | 4.57      | 1.59 | 4.32 | 1.51   | 4.96 | 1.17 | 4.89      | 1.39 | 4.75 | 1.30   | 4.43 | 1.68 | 4.88 | 1.29 | 4.45 | 1.45 |
| Comfort          | 5.04      | 1.31 | 5.00 | 0.76   | 5.13 | 1.01 | 5.03      | 1.26 | 4.75 | 1.20   | 5.14 | 1.13 | 5.04 | 1.06 | 4.86 | 1.22 |
| Creative         | 4.12      | 1.50 | 4.26 | 1.19   | 4.70 | 1.04 | 4.57      | 1.20 | 4.50 | 1.00   | 4.86 | 0.99 | 4.42 | 1.26 | 4.76 | 1.13 |
| With People      | 4.45      | 1.26 | 4.10 | 0.93   | 3.94 | 1.02 | 4.24      | 1.13 | 4.38 | 1.22   | 4.00 | 1.20 | 3.90 | 1.10 | 4.14 | 1.22 |
| Influence        | 4.53      | 1.23 | 4.13 | 1.21   | 4.21 | 1.23 | 4.24      | 1.15 | 4.00 | 0.87   | 4.14 | 1.64 | 3.92 | 1.17 | 3.76 | 1.30 |
| Know<br>Expected | 5.31      | 1.00 | 5.23 | 0.91   | 5.21 | 1.11 | 5.43      | 0.92 | 5.00 | 1.23   | 4.71 | 1.16 | 4.98 | 1.47 | 5.52 | 0.82 |
| People Help      | 4.51      | 1.30 | 4.77 | 1.10   | 4.34 | 1.33 | 4.57      | 1.41 | 5.13 | 0.93   | 4.71 | 1.16 | 4.40 | 1.30 | 4.72 | 1.34 |
| Concern          | 3.75      | 1.96 | 3.23 | 1.45   | 2.70 | 1.60 | 3.16      | 1.70 | 3.13 | 1.90   | 3.57 | 1.76 | 3.29 | 1.81 | 3.17 | 1.80 |
| Please Me        | 4.78      | 1.27 | 4.39 | 1.07   | 4.70 | 1.07 | 4.49      | 1.00 | 4.88 | 0.93   | 4.29 | 1.03 | 4.54 | 1.14 | 4.24 | 1.22 |
| Do Expected      | 4.98      | 1.24 | 5.13 | 0.91   | 5.04 | 1.06 | 5.30      | 0.80 | 5.13 | 1.05   | 4.57 | 1.05 | 5.21 | 1.02 | 5.10 | 1.19 |
| Things           | 4.61      | 1.39 | 4.84 | 1.14   | 4.68 | 1.18 | 5.11      | 1.20 | 5.00 | 1.00   | 4.86 | 0.99 | 4.63 | 1.27 | 4.90 | 1.19 |

Table 37

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Experimental Subjects  
by Sex and Age for the Situation of Work and the Ideal Test Condition  
(N=264)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.00      | 1.31 | 5.23 | 0.75   | 5.00 | 1.00 | 5.28      | 0.80 | 5.50 | 0.71   | 5.14 | 0.99 | 5.13 | 0.95 | 5.34 | 0.92 |
| Satisfaction     | 4.35      | 1.54 | 4.45 | 1.32   | 4.83 | 1.13 | 5.03      | 1.19 | 5.38 | 0.86   | 5.14 | 0.99 | 5.10 | 1.01 | 4.38 | 1.75 |
| Ability          | 5.59      | 1.11 | 5.65 | 0.54   | 5.50 | 0.94 | 5.64      | 0.71 | 5.63 | 0.70   | 5.43 | 0.73 | 5.52 | 0.89 | 5.62 | 0.72 |
| Importance       | 4.65      | 1.56 | 4.16 | 1.59   | 4.65 | 1.29 | 4.81      | 1.33 | 4.63 | 1.32   | 4.71 | 1.58 | 4.96 | 1.29 | 4.79 | 1.37 |
| Comfort          | 4.94      | 1.29 | 4.81 | 0.82   | 5.09 | 1.08 | 5.19      | 0.94 | 4.25 | 1.39   | 5.29 | 0.70 | 4.90 | 1.14 | 4.90 | 1.21 |
| Creative         | 4.47      | 1.42 | 4.32 | 1.00   | 4.65 | 1.14 | 4.72      | 1.17 | 4.75 | 0.97   | 5.00 | 0.93 | 4.54 | 1.21 | 4.41 | 1.61 |
| With People      | 4.63      | 1.14 | 4.52 | 1.04   | 4.57 | 1.21 | 4.69      | 1.35 | 4.25 | 1.20   | 4.00 | 1.31 | 4.33 | 1.25 | 4.28 | 1.17 |
| Influence        | 4.53      | 1.39 | 4.16 | 1.22   | 3.96 | 1.23 | 4.03      | 1.24 | 3.88 | 0.93   | 4.14 | 1.64 | 3.94 | 1.22 | 3.59 | 1.40 |
| Know<br>Expected | 5.51      | 1.13 | 5.42 | 1.19   | 5.44 | 1.07 | 5.64      | 0.71 | 5.38 | 1.11   | 5.00 | 1.20 | 5.58 | 0.91 | 5.52 | 0.90 |
| People Help      | 4.61      | 1.48 | 4.68 | 1.20   | 4.35 | 1.35 | 4.78      | 1.46 | 4.75 | 0.97   | 4.14 | 2.03 | 4.21 | 1.34 | 4.66 | 1.15 |
| Concern          | 4.04      | 1.87 | 3.45 | 1.66   | 3.00 | 1.81 | 3.31      | 1.87 | 3.00 | 2.12   | 3.71 | 1.58 | 3.35 | 1.80 | 3.38 | 1.73 |
| Please Me        | 4.80      | 1.07 | 4.58 | 1.04   | 4.67 | 1.11 | 4.56      | 1.17 | 4.88 | 0.78   | 4.29 | 1.03 | 4.33 | 1.25 | 4.03 | 1.16 |
| Do Expected      | 5.49      | 0.89 | 5.52 | 0.76   | 5.44 | 0.85 | 5.75      | 0.49 | 5.38 | 1.11   | 5.00 | 1.20 | 5.44 | 0.86 | 5.38 | 0.93 |
| Things           | 4.69      | 1.34 | 4.97 | 0.93   | 4.63 | 1.28 | 5.36      | 1.21 | 4.88 | 1.05   | 5.00 | 1.07 | 4.52 | 1.31 | 5.21 | 1.06 |

Table 38

The Means and Standard Deviations of the Items for the Control Subjects for the Situations of  
Self-in-General, Home and Work and the Actual and Ideal Test Conditions  
(N=97)

| Item          | Self-in-General |      |       |      | Home   |      |       |      | Work   |      |       |      |
|---------------|-----------------|------|-------|------|--------|------|-------|------|--------|------|-------|------|
|               | Actual          |      | Ideal |      | Actual |      | Ideal |      | Actual |      | Ideal |      |
|               | M.              | S.D. | M.    | S.D. | M.     | S.D. | M.    | S.D. | M.     | S.D. | M.    | S.D. |
| Activity      | 4.52            | 1.35 | 5.20  | 1.13 | 4.30   | 1.29 | 4.99  | 1.22 | 4.72   | 1.41 | 5.16  | 1.28 |
| Satisfaction  | 3.46            | 1.12 | 4.61  | 1.37 | 3.59   | 1.27 | 4.97  | 1.30 | 3.70   | 1.27 | 4.97  | 1.16 |
| Ability       | 4.73            | 1.14 | 5.43  | 0.90 | 4.56   | 1.28 | 5.34  | 0.94 | 4.94   | 1.10 | 5.34  | 1.03 |
| Importance    | 3.97            | 1.64 | 4.84  | 1.40 | 4.13   | 1.54 | 4.84  | 1.33 | 4.19   | 1.66 | 4.77  | 1.31 |
| Comfort       | 4.20            | 1.34 | 5.19  | 1.14 | 4.13   | 1.36 | 5.07  | 1.19 | 4.02   | 1.39 | 4.95  | 1.26 |
| Creative      | 3.56            | 1.30 | 4.92  | 1.15 | 3.57   | 1.27 | 4.50  | 1.25 | 3.93   | 1.24 | 4.62  | 1.24 |
| With People   | 4.69            | 1.30 | 4.76  | 1.20 | 4.60   | 1.29 | 4.53  | 1.21 | 5.03   | 1.21 | 4.93  | 1.18 |
| Influence     | 3.36            | 1.33 | 3.98  | 1.38 | 3.83   | 1.36 | 4.30  | 1.27 | 3.54   | 1.42 | 4.19  | 1.31 |
| Know Expected | 4.65            | 1.32 | 5.43  | 0.91 | 4.61   | 1.22 | 5.14  | 1.12 | 4.73   | 1.21 | 5.36  | 1.03 |
| People Help   | 3.95            | 1.47 | 4.51  | 1.36 | 3.90   | 1.31 | 4.38  | 1.27 | 4.14   | 1.28 | 4.72  | 1.25 |
| Concern       | 4.69            | 1.42 | 3.53  | 1.93 | 4.76   | 1.33 | 3.57  | 1.94 | 4.58   | 1.52 | 3.73  | 1.96 |
| Please Me     | 4.08            | 1.11 | 4.90  | 1.17 | 3.97   | 1.25 | 4.68  | 1.17 | 3.82   | 1.29 | 4.73  | 1.12 |
| Do Expected   | 4.47            | 1.19 | 5.37  | 0.91 | 4.43   | 1.25 | 5.24  | 1.06 | 4.91   | 1.09 | 5.28  | 1.05 |
| Things        | 3.83            | 1.39 | 4.86  | 1.38 | 3.81   | 1.30 | 4.76  | 1.30 | 4.06   | 1.37 | 4.93  | 1.22 |



Table 39

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex for the Situation of Self-in-General and for the Actual and Ideal Test Conditions  
(N=97)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
| Activity         | 4.94      | 1.18 | 5.44  | 0.90      | 3.63 | 1.50  | 4.25      | 1.56 | 4.74  | 1.17      | 5.15 | 1.12  | 4.08 | 1.47 | 5.40 | 0.94 |
| Satisfaction     | 3.33      | 1.05 | 3.94  | 1.65      | 3.25 | 1.48  | 4.38      | 1.11 | 3.52  | 1.08      | 4.72 | 1.16  | 3.52 | 1.10 | 4.96 | 1.40 |
| Ability          | 5.11      | 0.94 | 5.00  | 1.11      | 4.38 | 1.11  | 4.75      | 1.20 | 4.72  | 1.12      | 5.63 | 0.60  | 4.60 | 1.23 | 5.60 | 0.85 |
| Importance       | 4.17      | 1.71 | 4.56  | 1.67      | 3.38 | 1.32  | 5.13      | 1.05 | 3.70  | 1.54      | 4.72 | 1.33  | 4.52 | 1.68 | 5.16 | 1.32 |
| Comfort          | 4.11      | 1.60 | 5.39  | 1.25      | 3.63 | 1.22  | 4.13      | 1.27 | 4.35  | 1.18      | 5.33 | 0.98  | 4.16 | 1.41 | 5.12 | 1.11 |
| Creative         | 3.33      | 1.00 | 5.00  | 1.20      | 2.88 | 1.54  | 4.50      | 1.00 | 3.85  | 1.37      | 4.85 | 1.16  | 3.40 | 1.13 | 5.12 | 1.07 |
| With People      | 4.83      | 1.21 | 4.89  | 1.15      | 4.13 | 2.03  | 4.63      | 1.11 | 4.74  | 1.17      | 4.74 | 1.19  | 4.68 | 1.26 | 4.76 | 1.27 |
| Influence        | 3.72      | 1.15 | 4.06  | 1.31      | 3.25 | 1.92  | 4.00      | 1.58 | 3.30  | 1.35      | 3.87 | 1.44  | 3.24 | 1.14 | 4.12 | 1.21 |
| Know<br>Expected | 4.06      | 1.55 | 5.22  | 1.03      | 5.00 | 1.12  | 5.00      | 1.12 | 4.67  | 1.16      | 5.54 | 0.80  | 4.92 | 1.35 | 5.52 | 0.85 |
| People Help      | 4.06      | 1.47 | 4.28  | 1.24      | 3.88 | 1.97  | 4.13      | 1.54 | 4.04  | 1.41      | 4.72 | 1.25  | 3.72 | 1.34 | 4.40 | 1.50 |
| Concern          | 4.94      | 1.43 | 3.94  | 1.96      | 4.13 | 1.69  | 3.00      | 1.58 | 4.74  | 1.33      | 3.72 | 1.88  | 4.60 | 1.44 | 3.04 | 1.97 |
| Please Me        | 4.11      | 0.99 | 4.94  | 1.13      | 2.88 | 0.60  | 4.00      | 1.00 | 4.26  | 1.11      | 4.96 | 1.12  | 4.12 | 1.07 | 5.04 | 1.22 |
| Do Expected      | 4.00      | 1.11 | 5.00  | 1.20      | 3.89 | 1.05  | 4.88      | 1.05 | 4.43  | 1.15      | 5.41 | 0.82  | 5.08 | 1.06 | 5.72 | 0.53 |
| Things           | 4.00      | 1.45 | 4.61  | 1.50      | 3.63 | 1.41  | 5.38      | 0.99 | 3.83  | 1.36      | 4.87 | 1.33  | 3.76 | 1.39 | 4.84 | 1.43 |



Table 40

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex for the Situation of Home and the Actual and Ideal Test Conditions  
(N=97)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
|                  |           |      |       |           |      |       |           |      |       |           |      |       |      |      |      |      |
| Activity         | 4.39      | 1.38 | 5.27  | 1.19      | 3.75 | 0.83  | 3.63      | 1.65 | 4.41  | 1.13      | 4.96 | 1.06  | 4.20 | 1.52 | 5.28 | 1.04 |
| Satisfaction     | 3.50      | 1.54 | 4.89  | 1.73      | 3.38 | 0.70  | 4.13      | 1.17 | 3.74  | 1.29      | 5.13 | 0.99  | 3.44 | 1.10 | 5.00 | 1.39 |
| Ability          | 4.56      | 1.26 | 5.28  | 1.10      | 3.63 | 1.41  | 4.38      | 1.11 | 4.65  | 1.15      | 5.39 | 0.74  | 4.68 | 1.35 | 5.60 | 0.89 |
| Importance       | 4.33      | 1.45 | 4.67  | 1.45      | 3.38 | 1.65  | 4.13      | 1.17 | 4.07  | 1.48      | 4.76 | 1.35  | 4.36 | 1.60 | 5.32 | 1.05 |
| Comfort          | 4.61      | 1.42 | 5.33  | 1.25      | 3.38 | 1.22  | 4.13      | 0.93 | 4.13  | 1.21      | 5.15 | 1.14  | 4.04 | 1.48 | 5.04 | 1.15 |
| Creative         | 3.61      | 1.30 | 4.67  | 1.20      | 3.25 | 1.48  | 3.63      | 0.99 | 3.54  | 1.25      | 4.37 | 1.31  | 3.68 | 1.19 | 4.88 | 1.07 |
| With People      | 4.50      | 1.21 | 4.72  | 1.28      | 3.75 | 1.56  | 4.00      | 1.00 | 4.61  | 1.19      | 4.57 | 1.23  | 4.92 | 1.29 | 4.48 | 1.14 |
| Influence        | 3.78      | 1.23 | 4.39  | 1.11      | 3.50 | 1.50  | 4.00      | 1.32 | 3.91  | 1.41      | 4.30 | 1.35  | 3.80 | 1.30 | 4.32 | 1.19 |
| Know<br>Expected | 4.44      | 1.30 | 4.78  | 1.18      | 3.63 | 1.22  | 4.25      | 1.48 | 4.83  | 1.15      | 5.35 | 0.91  | 4.64 | 1.13 | 5.32 | 1.09 |
| People Help      | 3.83      | 1.34 | 4.22  | 1.13      | 3.00 | 1.23  | 4.25      | 1.48 | 4.04  | 1.22      | 4.37 | 1.34  | 3.96 | 1.37 | 4.56 | 1.13 |
| Concern          | 5.28      | 1.04 | 4.22  | 1.93      | 3.25 | 1.64  | 3.25      | 2.05 | 4.87  | 1.21      | 3.63 | 1.87  | 4.68 | 1.26 | 3.08 | 1.90 |
| Please Me        | 4.11      | 1.10 | 4.67  | 0.94      | 3.13 | 1.36  | 3.88      | 1.05 | 3.98  | 1.25      | 4.85 | 1.16  | 4.12 | 1.21 | 4.64 | 1.26 |
| Do Expected      | 4.06      | 1.35 | 5.06  | 1.03      | 3.75 | 1.56  | 4.38      | 1.32 | 4.57  | 1.10      | 5.28 | 1.04  | 4.68 | 1.19 | 5.56 | 0.85 |
| Things           | 3.61      | 1.25 | 4.67  | 1.16      | 3.75 | 1.56  | 4.75      | 1.39 | 3.96  | 1.23      | 4.80 | 1.30  | 3.72 | 1.31 | 4.76 | 1.37 |

Table 41

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex for the Situation of Work and the Actual and Ideal Test Conditions  
(N=97)

| Item             | Male      |      |       |           |      |       | Female    |      |       |           |      |       |      |      |      |      |
|------------------|-----------|------|-------|-----------|------|-------|-----------|------|-------|-----------|------|-------|------|------|------|------|
|                  | Full Time |      |       | Part Time |      |       | Full Time |      |       | Part Time |      |       |      |      |      |      |
|                  | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal | Actual    |      | Ideal |      |      |      |      |
|                  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  | M.        | S.D. | M.    | S.D.      | M.   | S.D.  |      |      |      |      |
| Activity         | 5.22      | 1.23 | 5.33  | 1.20      | 3.25 | 1.56  | 3.63      | 1.80 | 4.74  | 1.34      | 5.11 | 1.18  | 4.80 | 1.30 | 5.60 | 0.85 |
| Satisfaction     | 3.44      | 1.07 | 5.17  | 0.96      | 3.13 | 1.17  | 4.25      | 1.20 | 3.65  | 1.31      | 4.98 | 1.09  | 4.16 | 1.22 | 5.04 | 1.31 |
| Ability          | 4.78      | 1.08 | 5.22  | 1.03      | 4.13 | 1.45  | 4.75      | 1.30 | 4.98  | 0.97      | 5.44 | 0.97  | 5.24 | 1.07 | 5.44 | 0.98 |
| Importance       | 4.06      | 1.62 | 4.50  | 1.46      | 3.63 | 1.80  | 4.38      | 1.11 | 3.98  | 1.70      | 4.59 | 1.36  | 4.84 | 1.38 | 5.44 | 0.85 |
| Comfort          | 3.78      | 1.62 | 5.11  | 1.20      | 3.00 | 1.00  | 4.13      | 0.93 | 4.20  | 1.31      | 5.07 | 1.19  | 4.20 | 1.27 | 4.88 | 1.40 |
| Creative         | 3.72      | 1.15 | 4.67  | 1.41      | 2.88 | 0.93  | 4.25      | 0.97 | 3.78  | 1.23      | 4.50 | 1.26  | 4.68 | 0.97 | 4.92 | 1.06 |
| With People      | 4.83      | 1.42 | 4.78  | 1.18      | 4.00 | 1.41  | 4.75      | 1.09 | 5.20  | 1.06      | 4.87 | 1.28  | 5.20 | 1.02 | 5.20 | 0.94 |
| Influence        | 3.56      | 0.96 | 4.44  | 1.12      | 3.00 | 1.73  | 3.63      | 1.32 | 3.52  | 1.53      | 4.02 | 1.36  | 3.72 | 1.31 | 4.48 | 1.24 |
| Know<br>Expected | 4.33      | 1.15 | 5.22  | 1.13      | 3.88 | 1.36  | 4.38      | 1.50 | 4.85  | 1.08      | 5.50 | 0.85  | 5.08 | 1.20 | 5.52 | 0.85 |
| People Help      | 4.00      | 1.41 | 4.28  | 1.15      | 3.75 | 1.09  | 4.00      | 1.80 | 4.20  | 1.23      | 4.85 | 1.18  | 4.28 | 1.28 | 5.04 | 1.04 |
| Concern          | 5.11      | 1.15 | 3.94  | 2.09      | 3.75 | 1.85  | 3.13      | 1.90 | 4.59  | 1.42      | 3.94 | 1.82  | 4.44 | 1.65 | 3.40 | 2.04 |
| Please Me        | 3.67      | 1.29 | 4.56  | 1.17      | 3.13 | 1.36  | 4.25      | 1.20 | 3.94  | 1.19      | 4.72 | 1.06  | 3.96 | 1.38 | 5.04 | 1.08 |
| Do Expected      | 4.50      | 1.07 | 4.61  | 1.21      | 3.63 | 1.32  | 5.00      | 1.00 | 5.20  | 0.80      | 5.48 | 0.93  | 5.08 | 1.13 | 5.48 | 0.94 |
| Things           | 3.67      | 1.33 | 4.67  | 1.20      | 3.63 | 1.32  | 5.00      | 1.12 | 4.20  | 1.31      | 5.07 | 1.19  | 4.24 | 1.42 | 4.84 | 1.29 |

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects for the Situations of Self-in-General, Home and Work and the Actual Test Condition (N=97)

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Table 43

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex and Age for the Situation of Self-in-General and the Actual Test Condition  
(N=97)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.13      | 1.02 | 4.00 | 1.41   | 4.53 | 1.25 | 5.21      | 0.77 | 3.40 | 1.50   | 4.00 | 1.41 | 4.41 | 1.33 | 3.38 | 1.50 |
| Satisfaction     | 3.33      | 1.01 | 3.33 | 1.25   | 3.41 | 1.06 | 3.79      | 1.09 | 3.20 | 0.98   | 3.33 | 2.06 | 3.82 | 1.15 | 2.88 | 0.60 |
| Ability          | 5.33      | 0.79 | 4.00 | 0.82   | 4.69 | 1.16 | 4.79      | 1.01 | 4.00 | 0.63   | 5.00 | 1.41 | 4.94 | 1.06 | 3.88 | 1.27 |
| Importance       | 4.60      | 1.41 | 2.00 | 1.41   | 3.81 | 1.61 | 3.43      | 1.35 | 3.00 | 1.10   | 4.00 | 1.41 | 4.59 | 1.61 | 4.38 | 1.80 |
| Comfort          | 4.33      | 1.35 | 3.00 | 2.16   | 4.06 | 1.20 | 5.00      | 0.85 | 3.40 | 1.02   | 4.00 | 1.41 | 4.24 | 1.39 | 4.00 | 1.41 |
| Creative         | 3.40      | 0.88 | 3.00 | 1.41   | 3.75 | 1.37 | 4.07      | 1.33 | 2.60 | 1.02   | 3.33 | 2.06 | 3.24 | 1.11 | 3.75 | 1.09 |
| With People      | 5.07      | 0.93 | 3.67 | 1.70   | 4.53 | 1.22 | 5.21      | 0.86 | 4.60 | 1.85   | 3.33 | 2.06 | 4.71 | 1.18 | 4.63 | 1.41 |
| Influence        | 3.80      | 1.11 | 3.33 | 1.25   | 3.41 | 1.52 | 3.07      | 0.80 | 3.20 | 1.83   | 3.33 | 2.06 | 3.41 | 0.84 | 2.88 | 1.54 |
| Know<br>Expected | 4.20      | 1.37 | 3.33 | 2.06   | 4.63 | 1.05 | 4.79      | 1.37 | 5.00 | 0.89   | 5.00 | 1.41 | 5.18 | 0.98 | 4.38 | 1.80 |
| People Help      | 4.07      | 1.48 | 4.00 | 1.41   | 4.22 | 1.39 | 3.64      | 1.39 | 4.00 | 1.90   | 3.67 | 2.06 | 3.53 | 1.09 | 4.13 | 1.69 |
| Concern          | 4.73      | 1.48 | 6.00 | 0.00   | 4.91 | 1.28 | 4.36      | 1.34 | 5.20 | 0.75   | 2.33 | 1.25 | 4.76 | 1.31 | 4.25 | 1.64 |
| Please Me        | 4.27      | 0.85 | 3.33 | 1.25   | 4.28 | 1.15 | 4.21      | 1.01 | 2.80 | 0.75   | 3.00 | 0.00 | 4.24 | 0.94 | 3.88 | 1.27 |
| Do Expected      | 4.00      | 1.16 | 4.00 | 0.82   | 4.28 | 1.15 | 4.79      | 1.08 | 4.00 | 1.10   | 3.67 | 0.94 | 5.18 | 0.79 | 4.88 | 1.45 |
| Things           | 3.87      | 1.31 | 4.67 | 1.89   | 3.84 | 1.33 | 3.79      | 1.42 | 3.00 | 1.10   | 4.67 | 1.25 | 3.88 | 1.37 | 3.50 | 1.41 |

Table 44

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex and Age for the Situation of Home and the Actual Test Condition  
(N=97)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 4.53      | 1.26 | 3.67 | 1.70   | 4.38 | 1.17 | 4.50      | 1.05 | 3.80 | 0.75   | 3.67 | 0.94 | 4.59 | 1.38 | 3.38 | 1.50 |
| Satisfaction     | 3.67      | 1.45 | 2.67 | 1.70   | 3.66 | 1.22 | 3.93      | 1.44 | 3.60 | 0.80   | 3.00 | 0.00 | 3.65 | 1.14 | 3.00 | 0.87 |
| Ability          | 4.60      | 1.31 | 4.33 | 0.94   | 4.75 | 1.09 | 4.43      | 1.24 | 4.40 | 1.02   | 2.33 | 0.94 | 5.06 | 0.87 | 3.88 | 1.76 |
| Importance       | 4.53      | 1.31 | 3.33 | 1.70   | 4.25 | 1.54 | 3.64      | 1.23 | 3.40 | 1.36   | 3.33 | 2.06 | 4.59 | 1.54 | 3.88 | 1.62 |
| Comfort          | 4.80      | 1.17 | 3.67 | 2.06   | 3.97 | 1.24 | 4.50      | 1.05 | 3.80 | 0.98   | 2.67 | 1.25 | 4.24 | 1.59 | 3.63 | 1.11 |
| Creative         | 3.87      | 1.15 | 2.33 | 1.25   | 3.56 | 1.25 | 3.50      | 1.24 | 2.80 | 1.33   | 4.00 | 1.41 | 3.47 | 0.98 | 4.13 | 1.45 |
| With People      | 4.67      | 0.87 | 3.67 | 2.06   | 4.66 | 1.24 | 4.50      | 1.05 | 4.00 | 1.10   | 3.33 | 2.06 | 4.77 | 1.35 | 5.25 | 1.09 |
| Influence        | 3.93      | 1.12 | 3.00 | 1.41   | 3.78 | 1.47 | 4.21      | 1.21 | 4.40 | 1.02   | 2.00 | 0.82 | 4.18 | 1.20 | 3.00 | 1.12 |
| Know<br>Expected | 4.53      | 1.26 | 4.00 | 1.41   | 4.72 | 1.23 | 5.07      | 0.88 | 4.00 | 0.63   | 3.00 | 1.63 | 4.82 | 1.04 | 4.25 | 1.20 |
| People Help      | 4.07      | 1.12 | 2.67 | 1.70   | 4.09 | 1.31 | 3.93      | 0.96 | 3.60 | 1.02   | 2.00 | 0.82 | 3.77 | 1.35 | 4.38 | 1.32 |
| Concern          | 5.13      | 1.09 | 6.00 | 0.00   | 5.06 | 1.20 | 4.43      | 1.12 | 4.20 | 1.17   | 1.67 | 0.94 | 4.71 | 1.23 | 4.63 | 1.32 |
| Please Me        | 4.27      | 1.00 | 3.33 | 1.25   | 3.81 | 1.24 | 4.36      | 1.17 | 3.60 | 1.36   | 2.33 | 0.94 | 4.18 | 1.15 | 4.00 | 1.32 |
| Do Expected      | 4.20      | 1.33 | 3.33 | 1.25   | 4.47 | 1.20 | 4.79      | 0.77 | 4.60 | 1.20   | 2.33 | 0.94 | 4.94 | 0.87 | 4.13 | 1.54 |
| Things           | 3.60      | 1.14 | 3.67 | 1.70   | 3.88 | 1.22 | 4.14      | 1.25 | 4.00 | 1.10   | 3.33 | 2.06 | 3.94 | 1.26 | 3.25 | 1.30 |

Table 45

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex and Age for the Situation of Work and the Actual Test Condition  
(N=97)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.33      | 1.19 | 4.67 | 1.25   | 4.78 | 1.27 | 4.64      | 1.49 | 3.20 | 1.17   | 3.33 | 2.06 | 4.94 | 1.16 | 4.50 | 1.50 |
| Satisfaction     | 3.53      | 0.88 | 3.00 | 1.63   | 3.78 | 1.24 | 3.36      | 1.39 | 3.80 | 0.75   | 2.00 | 0.82 | 4.47 | 1.04 | 3.50 | 1.32 |
| Ability          | 4.87      | 1.09 | 4.33 | 0.94   | 5.00 | 0.83 | 4.93      | 1.22 | 4.20 | 0.75   | 4.00 | 2.16 | 5.29 | 0.96 | 5.13 | 1.27 |
| Importance       | 4.33      | 1.54 | 2.67 | 1.25   | 4.25 | 1.73 | 3.36      | 1.45 | 3.20 | 1.17   | 4.33 | 2.36 | 4.71 | 1.40 | 5.13 | 1.27 |
| Comfort          | 3.93      | 1.44 | 3.00 | 2.16   | 4.16 | 1.37 | 4.29      | 1.16 | 3.60 | 0.49   | 2.00 | 0.82 | 4.24 | 1.21 | 4.13 | 1.36 |
| Creative         | 3.87      | 1.02 | 3.00 | 1.41   | 3.84 | 1.20 | 3.64      | 1.29 | 2.80 | 1.17   | 3.00 | 0.00 | 4.59 | 0.97 | 4.88 | 0.93 |
| With People      | 5.13      | 1.09 | 3.33 | 1.89   | 5.28 | 0.98 | 5.00      | 1.20 | 4.40 | 0.49   | 3.33 | 2.05 | 5.12 | 1.02 | 5.38 | 0.99 |
| Influence        | 3.60      | 0.88 | 3.33 | 1.25   | 3.63 | 1.60 | 3.29      | 1.33 | 3.80 | 1.60   | 1.67 | 0.94 | 3.65 | 1.37 | 3.88 | 1.17 |
| Know<br>Expected | 4.47      | 1.15 | 3.67 | 0.94   | 4.88 | 1.14 | 4.79      | 0.94 | 4.80 | 0.40   | 2.33 | 0.94 | 5.18 | 0.98 | 4.88 | 1.54 |
| People Help      | 4.13      | 1.41 | 3.33 | 1.25   | 4.22 | 1.22 | 4.14      | 1.25 | 4.40 | 0.80   | 2.67 | 0.47 | 4.06 | 1.26 | 4.75 | 1.20 |
| Concern          | 4.93      | 1.18 | 6.00 | 0.00   | 4.63 | 1.54 | 4.50      | 1.12 | 5.00 | 0.89   | 1.67 | 0.94 | 4.00 | 1.72 | 5.38 | 0.99 |
| Please Me        | 3.73      | 1.18 | 3.33 | 1.70   | 3.94 | 1.22 | 3.93      | 1.10 | 3.60 | 1.36   | 2.33 | 0.94 | 3.88 | 1.32 | 4.13 | 1.45 |
| Do Expected      | 4.53      | 1.09 | 4.33 | 0.94   | 5.19 | 0.85 | 5.21      | 0.67 | 4.40 | 0.80   | 2.33 | 0.94 | 5.24 | 0.94 | 4.75 | 1.39 |
| Things           | 3.67      | 1.14 | 3.67 | 2.06   | 4.09 | 1.31 | 4.43      | 1.29 | 3.60 | 1.02   | 3.67 | 1.70 | 4.35 | 1.33 | 4.00 | 1.58 |



Table 46

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
for the Situations of Self-in-General, Home and Work and the Ideal Test Condition  
(N=97)

| Item          | Full Time    |      |  |      |      |  | Part Time    |      |  |      |      |  |
|---------------|--------------|------|--|------|------|--|--------------|------|--|------|------|--|
|               | Self-in-Gen. |      |  | Home |      |  | Self-in-Gen. |      |  | Home |      |  |
|               | M.           | S.D. |  | M.   | S.D. |  | M.           | S.D. |  | M.   | S.D. |  |
| Activity      | 5.23         | 1.07 |  | 5.05 | 1.11 |  | 5.12         | 1.23 |  | 4.88 | 1.41 |  |
| Satisfaction  | 4.50         | 1.36 |  | 5.06 | 1.25 |  | 4.82         | 1.36 |  | 4.79 | 1.39 |  |
| Ability       | 5.45         | 0.83 |  | 5.36 | 0.86 |  | 5.39         | 1.01 |  | 5.30 | 1.09 |  |
| Importance    | 4.67         | 1.44 |  | 4.73 | 1.38 |  | 5.15         | 1.26 |  | 5.03 | 1.19 |  |
| Comfort       | 5.34         | 1.06 |  | 5.20 | 1.18 |  | 4.88         | 1.23 |  | 4.82 | 1.17 |  |
| Creative      | 4.89         | 1.17 |  | 4.45 | 1.29 |  | 4.97         | 1.09 |  | 4.58 | 1.18 |  |
| With People   | 4.78         | 1.18 |  | 4.61 | 1.25 |  | 4.73         | 1.24 |  | 4.36 | 1.12 |  |
| Influence     | 3.92         | 1.41 |  | 4.33 | 1.29 |  | 4.09         | 1.31 |  | 4.24 | 1.23 |  |
| Know Expected | 5.45         | 0.88 |  | 5.19 | 1.03 |  | 5.39         | 0.95 |  | 5.06 | 1.28 |  |
| People Help   | 4.59         | 1.26 |  | 4.33 | 1.29 |  | 4.33         | 1.51 |  | 4.49 | 1.23 |  |
| Concern       | 3.78         | 1.91 |  | 3.80 | 1.91 |  | 3.03         | 1.88 |  | 3.12 | 1.94 |  |
| Please Me     | 4.95         | 1.12 |  | 4.80 | 1.11 |  | 4.79         | 1.25 |  | 4.46 | 1.26 |  |
| Do Expected   | 5.30         | 0.96 |  | 5.22 | 1.04 |  | 5.52         | 0.78 |  | 5.27 | 1.11 |  |
| Things        | 4.80         | 1.38 |  | 4.77 | 1.26 |  | 4.97         | 1.36 |  | 4.76 | 1.37 |  |



Table 47

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex and Age for the Situation of Self-in-General and the Ideal Test Condition  
(N=97)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.53      | 0.72 | 5.00 | 1.41   | 5.28 | 1.07 | 4.86      | 1.19 | 4.20 | 0.75   | 4.33 | 2.36 | 5.24 | 1.06 | 5.75 | 0.43 |
| Satisfaction     | 3.87      | 1.45 | 4.33 | 2.36   | 4.84 | 1.09 | 4.43      | 1.24 | 4.00 | 0.63   | 5.00 | 1.41 | 5.06 | 1.21 | 4.75 | 1.72 |
| Ability          | 5.00      | 1.03 | 5.00 | 1.41   | 5.59 | 0.65 | 5.71      | 0.45 | 4.60 | 1.02   | 5.00 | 1.41 | 5.53 | 0.98 | 5.75 | 0.43 |
| Importance       | 4.80      | 1.47 | 3.33 | 2.05   | 4.91 | 1.33 | 4.29      | 1.22 | 5.20 | 0.75   | 5.00 | 1.41 | 5.29 | 1.02 | 4.88 | 1.76 |
| Comfort          | 5.27      | 1.34 | 6.00 | 0.00   | 5.28 | 0.94 | 5.43      | 1.05 | 4.20 | 1.17   | 4.00 | 1.41 | 5.18 | 0.98 | 5.00 | 1.32 |
| Creative         | 5.00      | 1.26 | 5.00 | 0.82   | 4.66 | 1.16 | 5.29      | 1.03 | 4.80 | 0.40   | 4.00 | 1.41 | 5.18 | 0.98 | 5.00 | 1.22 |
| With People      | 5.00      | 0.97 | 4.33 | 1.70   | 4.66 | 1.19 | 4.93      | 1.16 | 4.60 | 1.02   | 4.67 | 1.25 | 4.71 | 1.18 | 4.88 | 1.45 |
| Influence        | 4.27      | 1.12 | 3.00 | 1.63   | 3.69 | 1.45 | 4.29      | 1.33 | 4.20 | 1.47   | 3.67 | 1.70 | 4.06 | 1.11 | 4.25 | 1.39 |
| Know<br>Expected | 5.20      | 1.05 | 5.33 | 0.94   | 5.53 | 0.87 | 5.57      | 0.62 | 5.00 | 0.89   | 5.00 | 1.41 | 5.65 | 0.68 | 5.25 | 1.09 |
| People Help      | 4.13      | 1.26 | 5.00 | 0.82   | 4.66 | 1.21 | 4.86      | 1.30 | 3.00 | 0.63   | 6.00 | 0.00 | 4.00 | 1.41 | 5.25 | 1.30 |
| Concern          | 3.53      | 1.89 | 6.00 | 0.00   | 3.72 | 1.91 | 3.71      | 1.83 | 3.20 | 0.75   | 2.67 | 2.36 | 2.35 | 1.53 | 4.50 | 2.00 |
| Please Me        | 5.13      | 1.09 | 4.00 | 0.82   | 4.81 | 1.10 | 5.29      | 1.10 | 4.00 | 0.63   | 4.00 | 1.41 | 4.88 | 1.23 | 5.38 | 1.11 |
| Do Expected      | 4.80      | 1.22 | 6.00 | 0.00   | 5.25 | 0.87 | 5.79      | 0.56 | 4.80 | 0.75   | 5.00 | 1.41 | 5.71 | 0.57 | 5.75 | 0.43 |
| Things           | 4.33      | 1.49 | 6.00 | 0.00   | 4.53 | 1.41 | 5.64      | 0.61 | 5.00 | 1.10   | 6.00 | 0.00 | 4.65 | 1.28 | 5.25 | 1.64 |

**Table 48**  
**The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects**  
**by Sex and Age for the Situation of Home and the Ideal Test Condition**  
**(N=97)**

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.20      | 1.28 | 5.67 | 0.47   | 5.06 | 1.06 | 4.71      | 1.03 | 3.20 | 0.75   | 4.33 | 2.36 | 5.24 | 1.06 | 5.38 | 0.99 |
| Satisfaction     | 5.00      | 1.55 | 4.33 | 2.36   | 4.94 | 1.09 | 5.57      | 0.50 | 3.60 | 0.49   | 5.00 | 1.41 | 5.35 | 0.90 | 4.25 | 1.85 |
| Ability          | 5.33      | 1.01 | 5.00 | 1.41   | 5.31 | 0.81 | 5.57      | 0.50 | 4.00 | 0.63   | 5.00 | 1.41 | 5.47 | 1.04 | 5.88 | 0.33 |
| Importance       | 4.80      | 1.22 | 4.00 | 2.16   | 4.91 | 1.31 | 4.43      | 1.40 | 3.60 | 0.49   | 5.00 | 1.41 | 5.29 | 1.02 | 5.38 | 1.11 |
| Comfort          | 5.20      | 1.33 | 6.00 | 0.00   | 5.03 | 1.24 | 5.43      | 0.82 | 4.20 | 0.40   | 4.00 | 1.41 | 4.77 | 1.21 | 5.63 | 0.70 |
| Creative         | 4.73      | 1.29 | 4.33 | 0.47   | 4.47 | 1.27 | 4.14      | 1.36 | 3.40 | 0.49   | 4.00 | 1.41 | 4.88 | 0.96 | 4.88 | 1.27 |
| With People      | 4.87      | 1.15 | 4.00 | 1.63   | 4.50 | 1.25 | 4.71      | 1.16 | 4.00 | 0.63   | 4.00 | 1.41 | 4.35 | 1.08 | 4.75 | 1.20 |
| Influence        | 4.47      | 1.15 | 4.00 | 0.82   | 4.28 | 1.33 | 4.36      | 1.39 | 4.20 | 0.98   | 3.67 | 1.70 | 4.53 | 1.14 | 3.88 | 1.17 |
| Know<br>Expected | 4.67      | 1.19 | 5.33 | 0.94   | 5.41 | 0.90 | 5.21      | 0.94 | 3.80 | 1.33   | 5.00 | 1.41 | 5.41 | 0.97 | 5.13 | 1.27 |
| People Help      | 4.13      | 1.20 | 4.67 | 0.47   | 4.34 | 1.22 | 4.43      | 1.59 | 3.80 | 1.33   | 5.00 | 1.41 | 4.24 | 1.00 | 5.25 | 1.09 |
| Concern          | 4.00      | 2.00 | 5.33 | 0.94   | 3.59 | 1.87 | 3.71      | 1.87 | 3.60 | 1.74   | 2.67 | 2.36 | 2.41 | 1.42 | 4.50 | 2.00 |
| Please Me        | 4.73      | 1.00 | 4.33 | 0.47   | 4.91 | 1.16 | 4.71      | 1.16 | 3.80 | 0.75   | 4.00 | 1.41 | 4.47 | 1.19 | 5.00 | 1.32 |
| Do Expected      | 5.07      | 1.06 | 5.00 | 0.82   | 5.22 | 1.05 | 5.43      | 0.98 | 4.00 | 1.10   | 5.00 | 1.41 | 5.47 | 0.98 | 5.75 | 0.43 |
| Things           | 4.60      | 1.20 | 5.00 | 0.82   | 4.63 | 1.39 | 5.21      | 0.94 | 4.00 | 1.27   | 6.00 | 0.00 | 4.53 | 1.14 | 5.25 | 1.64 |

Table 49

The Means and Standard Deviations of the Items for the Full-Time and Part-Time Control Subjects  
by Sex and Age for the Situation of Work and the Ideal Test Condition  
(N=97)

| Item             | Full Time |      |      |        |      |      | Part Time |      |      |        |      |      |      |      |      |      |
|------------------|-----------|------|------|--------|------|------|-----------|------|------|--------|------|------|------|------|------|------|
|                  | Male      |      |      | Female |      |      | Male      |      |      | Female |      |      |      |      |      |      |
|                  | <40       |      | >40  | <40    |      | >40  | <40       |      | >40  | <40    |      | >40  |      |      |      |      |
|                  | M.        | S.D. | M.   | S.D.   | M.   | S.D. | M.        | S.D. | M.   | S.D.   | M.   | S.D. |      |      |      |      |
| Activity         | 5.27      | 1.29 | 5.67 | 0.47   | 4.97 | 1.29 | 5.43      | 0.82 | 3.20 | 1.17   | 4.33 | 2.36 | 5.59 | 0.77 | 5.63 | 0.99 |
| Satisfaction     | 5.07      | 1.00 | 5.67 | 0.47   | 4.81 | 1.10 | 5.36      | 0.97 | 3.80 | 0.75   | 5.00 | 1.41 | 5.35 | 0.90 | 4.38 | 1.73 |
| Ability          | 5.33      | 0.94 | 4.67 | 1.25   | 5.28 | 1.07 | 5.79      | 0.56 | 4.60 | 1.20   | 5.00 | 1.41 | 5.59 | 0.77 | 5.13 | 1.27 |
| Importance       | 4.73      | 1.18 | 3.33 | 2.06   | 4.78 | 1.32 | 4.14      | 1.36 | 4.00 | 0.63   | 5.00 | 1.41 | 5.24 | 0.94 | 5.88 | 0.33 |
| Comfort          | 5.00      | 1.27 | 5.67 | 0.47   | 4.94 | 1.25 | 5.36      | 0.97 | 4.20 | 0.40   | 4.00 | 1.41 | 4.77 | 1.26 | 5.13 | 1.62 |
| Creative         | 4.67      | 1.45 | 4.67 | 1.25   | 4.44 | 1.27 | 4.64      | 1.23 | 4.40 | 0.49   | 4.00 | 1.41 | 4.94 | 0.94 | 4.88 | 1.27 |
| With People      | 4.80      | 0.98 | 4.67 | 1.89   | 4.75 | 1.39 | 5.14      | 0.92 | 4.60 | 0.80   | 5.00 | 1.41 | 5.00 | 0.97 | 5.63 | 0.70 |
| Influence        | 4.40      | 1.08 | 4.67 | 1.25   | 3.88 | 1.36 | 4.36      | 1.29 | 3.60 | 1.02   | 3.67 | 1.70 | 4.47 | 1.19 | 4.50 | 1.32 |
| Know<br>Expected | 5.27      | 1.06 | 5.00 | 1.41   | 5.44 | 0.83 | 5.64      | 0.90 | 4.00 | 1.41   | 5.00 | 1.41 | 5.59 | 0.77 | 5.38 | 0.99 |
| People Help      | 4.13      | 1.15 | 5.00 | 0.82   | 4.75 | 1.09 | 5.07      | 1.33 | 2.80 | 1.17   | 6.00 | 0.00 | 4.71 | 1.07 | 5.75 | 0.43 |
| Concern          | 3.53      | 2.06 | 6.00 | 0.00   | 3.81 | 1.86 | 4.21      | 1.70 | 3.20 | 1.72   | 3.00 | 2.16 | 2.77 | 1.86 | 4.75 | 1.71 |
| Please Me        | 4.67      | 1.19 | 4.00 | 0.82   | 4.66 | 1.02 | 4.86      | 1.13 | 4.40 | 1.02   | 4.00 | 1.41 | 4.82 | 1.04 | 5.50 | 1.00 |
| Do Expected      | 4.60      | 1.20 | 4.67 | 1.25   | 5.34 | 0.96 | 5.79      | 0.77 | 5.00 | 0.63   | 5.00 | 1.41 | 5.47 | 0.92 | 5.50 | 1.00 |
| Things           | 4.47      | 1.20 | 5.67 | 0.47   | 4.88 | 1.22 | 5.50      | 0.98 | 4.40 | 1.02   | 6.00 | 0.00 | 4.71 | 1.07 | 5.13 | 1.62 |

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